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GETTYSBURG



Gettysburg

College

Gettysburg,

Pennsylvania

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Chartered in 1832 for the express purpose of exerting "a salutary influence in advancing the cause of liberal education," Gettysburg College is a community committed to the discovery, exploration, and evaluation of the ideas and actions of humanity and to the creative extension of that heritage. Gettysburg College cherishes its place in history as the oldest existing college affiliated with the Lutheran Church in America and intends to continue that church relatedness. By intent also, Gettysburg College is nonsectarian in its instruction and strives to serve students of all faiths.

To meet its commitment, Gettysburg College seeks foremost to establish and maintain an environment of inquiry, integrity, and mutual respect. In this setting, the College creates opportunities for students to learn specific intellectual skills and to strive for breadth of understanding. A rigorous program of undergraduate learning in the arts and sciences is complemented by student and religious life programs designed to challenge and enrich the academic experience.

Gettysburg College considers its purpose fulfilled if its students grow as critically informed, humane, and creative individuals and continue to grow in these qualities after they have left Gettysburg.

The Academic Program

At the heart of Gettysburg College is the academic program which stresses logical, critical thinking and clear writing and speaking.

Through a curriculum that derives its coherence from the traditions of liberal education, faculty introduce students to the assumptions and methods of a representative variety of academic disciplines in the sciences, the social sciences, and the humanities. Students are encouraged not only to specialize but also to broaden their understanding of the past and present intellectual, social, and cultural contexts within which knowledge lives. The academic program is designed to provide more than skills and intellectual perspective; it places these in a context of humane values such as open mindedness, personal responsibility, and mutual respect.

The Gettysburg faculty is dedicated to the goals of liberal learning, committed to professional development that serves and exemplifies those goals, responsible for periodic review of the curriculum, and eager to teach and learn with students in an open and trusting exchange.

Gettysburg's academic program can reach its full potential only if our students continue to have the ability and the inclination to profit from an intense liberal arts experience.

The academic environment is further enriched when such students come from many socioeconomic and ethnic backgrounds.

With a coherent curriculum, an able and dedicated faculty, and students committed to learning, the academic program seeks to free students from narrowness and provincialism and to free them for the joys and benefits of conscious intellectual strength and creativity. Gettysburg wants its students to learn a wise skepticism and a sense of human fallibility, to acquire new interests and orientations through liberating experiences of change and growth, and to learn to use the skills, knowledge, and values of a liberal education in an unending but satisfying search for wisdom and fullness of life.

The College Life Program

Students entering college are interested in discovering who they are. Because students often face critical decisions about personal values, occupational choices, and role identities during their college years, the college life program seeks to provide opportunities for resolution of these important matters. To assist students in weighing available options and making decisions, the college life program offers, for example, psychological and career counseling

and informal seminars on a variety of topics. Personal contact with Gettysburg's faculty and administration provides the attentive student with a wide range of role models to contemplate. Gettysburg's annual lecture series further expands students' horizons.

The College also reveals its commitment to the total development of its students by encouraging them to play an important role in establishing and enforcing the conditions of campus life. Students supervise the academic Honor Code; students participate on certain trustee, faculty, and College planning and policy-making committees; and students fund and control many student activities.

To supplement what students learn through living on campus and participating in student development programs, the College provides a full and varied extracurricular program. This program encourages students to develop leadership skills by working in student government; to deepen their appreciation for the arts by participating in concerts, dramatic productions, and other performances; to sharpen their writing and speaking skills by contributing to College publications or broadcasts; and to enjoy the mental and physical self-discipline required by competition in intercollegiate, intramural, and recreational athletics.

The Religious Life Program

Gettysburg College works in partnership with five of the Synods in Region 8 of the Evangelical Lutheran Church in America. These relationships and, more specifically, the campus religious life program, nurture intellectual values and give opportunities for the examination of spiritual and moral values, and for commitments by those who choose to make them.

The religious life program of the College is designed to meet the needs of this religiously heterogeneous community to worship, to study, and to serve. Chaplains, although they are employed by the College and report directly to the President, are called to this service by the Synods of the Church. They assume primary responsibility for corporate worship, counsel students and other campus personnel, help students and faculty plan programs to explore theological issues and to reach out to those in need, facilitate the work of local churches and denomination groups on the campus, and speak prophetically to issues of human justice when College values and College practice seem to diverge.

Gettysburg College best serves the Church through its performance as a superior educational institution in which the Church's commitments and practices may be tested.

Summary

Through its academic program, its college life program, and its religious life program, then, Gettysburg College provides for the development of the young adult as a whole person—intellectually, socially, emotionally, physically, and spiritually.

Approved by the Gettysburg College

faculty: October 8, 1981

Approved by the Gettysburg College

Board of Trustees. December 5, 1981



MUSSELMAN LIBRARY

Gettysburg College: A heritage of excellence

Gettysburg College was chartered in 1832 during a time in early nineteenth-century America when many of the nation's strongest liberal arts colleges were founded. Gettysburg's mission, as expressed in its original charter, has remained unchanged during the more than 150 years of its history. Today, as then, the College remains firmly committed to the principle of serving the cause of liberal education and changing times by providing a community of learning committed to discovery, exploration, evaluation of ideas and actions of humanity, and to the creative extension of that developing heritage. At Gettysburg, you will find an environment that encourages both academic and personal growth, a highly qualified and dedicated faculty, and a diversified curriculum that offers challenge, opportunity, and excitement.

All of the roads leading to Gettysburg College, in the historic town of Gettysburg, Pennsylvania, cross the site of the famous Civil War Battle of Gettysburg. During those three hot July days, fighting occurred on the fields and ridges within sight of the College campus. At that time, Pennsylvania Hall (now the College administration building and listed in the National Register of Historic Places) served as a hospital for both Union and Confederate soldiers. It was from this building that Gettysburg students marched to hear Abraham Lincoln give his immortal address on November 19, 1863.

Today, Gettysburg College borders a 3,865-acre National Park and lies three blocks from the center of town. Because of its historic significance, beautiful countryside, and easy access from nearby cities, the town of Gettysburg welcomes over one-and-a-half million visitors annually from all over the world. Consequently, it offers numerous attractions, shops, restaurants, and lodging facilities that one would not expect to find in a small town—even a college town.

The College, like the town of which it is a part, has grown since its Civil War days. It now has a 200-acre campus with over 60 buildings and seeks to limit its enrollment to approximately 1,900 students.

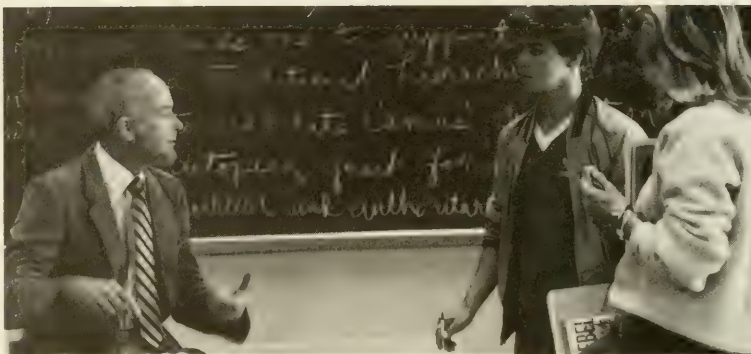


Gettysburg College has always believed that a liberal arts education liberates the minds of students so that they can better respond to the challenges of a contemporary society. Therefore, the goals of the educational program at Gettysburg are to develop your capacity to think logically and use language clearly, to give you a rigorous introduction to the assumptions and the methods of a representative variety of academic disciplines, and to acquaint you with the range and diversity of human customs, pursuits, ideas, values, and longings.

Although all courses at Gettysburg are designed to achieve these goals, the First Year Colloquy in liberal learning lays the foundation within the curriculum. This is a course that strengthens reasoning, writing, and speaking skills in a small class setting while introducing all first year students to a major issue in the liberal arts.

Ultimately, this type of education is the most practical of all because it teaches you how to approach and solve problems critically and creatively. Gettysburg believes that such an education will foster a high sensitivity to moral and spiritual values, along with a quest for knowledge which will continue after graduation.

A well-rounded academic curriculum has many facets: the humanities, the social sciences, the fine arts, the sciences. As the world around us becomes more technologically advanced, we must prepare our students to deal with those changes by providing the proper tools and training. At Gettysburg, we recognize the need for academic diversity, and thus, computing has become a part of a student's everyday life. Computers are utilized across the disciplines for a variety of tasks including word processing, statistical analysis, graphics, and electronic mail.



Although training for specific jobs is not seen as a primary function of a liberal arts education, Gettysburg does not ignore your appropriate concern about careers. The College offers a comprehensive career services program, teacher preparation and certification, advisory services for prelaw and premedical students, internship opportunities, and concentration in a major field as preparation either for graduate or professional schools, or for work in a variety of professions including research, business, industry, government, social services, and education.

The academic programs at Gettysburg provide you with a broad range of intellectual experiences and the individual attention you need to make the best use of those experiences. One of the advantages of an education at Gettysburg is the availability of small classes, especially in more advanced courses. A student/faculty ratio of 13:1 and an average class size of 20-25 students help to assure

close relationships between you and your professors.

You may select a major field of study from any one of 25 academic areas: art, biology, chemistry, classical studies, computer science, economics, English, French, German, Greek, health and physical education, history, Latin, management, mathematics, music, music education, philosophy, physics, political science, psychology, religion, sociology and anthropology, Spanish, and theatre arts. Area studies programs are available in African American Studies, American Studies, Asian Studies, Environmental Studies, Latin American Studies, Medieval and Renaissance Studies, Global Studies, and Women's Studies.

Gettysburg lets you take much of the responsibility for selecting an academic program that meets your needs and interests. If you want to concentrate your academic program on a particular area of emphasis which involves courses in

several different departments, you may design your own major. A Special Major can cover broad areas such as International Studies, or it can focus on a specific topic such as Community Planning and Administration. Double majors and minors are also available.

The College's distribution requirements ensure your acquaintance with several broad areas of study. After you select a major, ample opportunity is provided for electives in fields of your choice.

You will have a faculty adviser to assist you in planning your academic program. Academic counseling is available, as is counseling for nonacademic personal matters. Gettysburg wants you to succeed, and the faculty and staff are dedicated to that principle.

Through membership in the Central Pennsylvania Consortium (with Dickinson and Franklin & Marshall Colleges) and through other off-campus and cooperative or dual-degree programs, Gettysburg offers you academic opportunities beyond its campus. Off-campus programs include the following: Washington Semester programs with American University in government and politics, economic policy, foreign policy, peace and conflict resolution, public administration, justice, urban studies, journalism, art and

architecture, arts and humanities; the Lutheran College Washington Semester; the United Nations Semester; and cooperative programs in marine biology with Duke University Marine Laboratory and the Bermuda Biological Station. Many students study internationally under our Study Abroad program; an extensive

variety of affiliated and non-affiliated programs is available.

Gettysburg has dual-degree programs in engineering with Columbia University, Rensselaer Polytechnic Institute and Washington University in St. Louis, in nursing with Johns Hopkins University, in Optometry with the



Pennsylvania College of Optometry, and in forestry and environmental studies with Duke University. Under all of these programs a student begins his or her college career at Gettysburg and completes it at the cooperating university, earning degrees from both institutions. In addition, an early acceptance program leading to a Master's degree in Physical Therapy from Hahnemann University is available.

Gettysburg offers all of the courses necessary for you to enter the medical, dental, veterinary medicine or law school of your choice. Special advisers are available to assist you in planning your curriculum and in applying to the appropriate professional schools.

Preparation for a career in teaching is offered through the teacher education program. You can become certified to teach in elementary education, music education, or in one of 12 different secondary education fields.

Outstanding professors are the very heart of Gettysburg's educational vision—a vision based on a firm commitment to individualized instruction which teaches values as well as communicates information. Through this type of educational program, Gettysburg is committed to broadly educating leaders who can make substantial contributions to their disciplines and to society.

Close intellectual relationships between faculty and students have long been a Gettysburg hallmark. Student/faculty interaction in small classes and on collaborative research projects provides Gettysburg students with an opportunity to enhance their intellectual, communication, and leadership skills.

Gettysburg faculty members are well prepared to inspire achievement, for they themselves have established exceptional records of personal and professional accomplishment. Nearly 95% hold the doctoral degree or the terminal degree, and many publish books and articles in scholarly journals. These scholarly activities assure that faculty members keep up with—and contribute to—the latest developments in their fields.

Gettysburg's 200-acre campus provides excellent facilities for all aspects of college life. The center of the academic facilities is the Musselman Library/Learning Resources Center. Total library collections include approximately 330,000 volumes, 23,000 microforms, 36,000 government publications, 12,000 records, and subscriptions to over 1,400 journals. Musselman Library has an automated library catalogue which is accessible through a dozen public access computer terminals in the library and any workstation connected to the campus computer network.

Today a college needs more than an excellent library: new instructional techniques must also be available. Gettysburg's computer center currently has three mainframe computers—a VAX 6210, a Sun4/690, and a PRIME 9955. In addition, the College has a campuswide network with connections to both Internet and BITNET which allows communication between computers



on campus with hundreds of thousands of computers around the world. Network connectivity allows sharing of vast amounts of data, and collaboration between students, faculty, and others at different institutions.

In addition, Computing Services maintains five computer labs with Apple, IBM, and NeXT computer clusters.

Students also have access to a modern language laboratory, a theatre laboratory studio, an optics laboratory, a greenhouse, a plasma physics laboratory, an observatory with a 16-inch telescope, a planetarium, an RCA EMU4 transmission electron microscope (TEM), a JEOL TS20 scanning electron microscope (SEM), a Fourier Nuclear Magnetic Resonance Spectrometer, and a Fourier Transform Infrared Spectrometer. Hands-on use of all equipment is encouraged.

Thirteen residence halls, five on-campus houses for special interests, and eleven fraternity houses provide you with many housing choices. Over eighty-five percent of the students live in College residences or fraternity houses. The College dining hall—the Camalier Center—provides meals on either a contract or occasional basis. The recently renovated College Union Building with its many features—including an Olympic-size swimming pool—is the center for student life.



Other recreational and athletic facilities include a student activities center, two gymnasiums, a fieldhouse, a stadium with a football field and quarter-mile all-weather track, a physical fitness trail, and eight additional outdoor athletic fields. Both indoor and outdoor tennis courts are available.

The Health Center is both a treatment and a resource center, offering you immediate care and educational services to help you make wise choices about your health. It is staffed by professional counselors, nurse practitioners, registered nurses, and a family practice physician.

Gettysburg provides extensive facilities for the fine and performing arts. Brua Hall accommodates a 250-seat playhouse with a thrust stage and state-of-the-art sound and lighting, and a laboratory theatre/classroom featuring TV recording and monitoring equipment. Schmucker Hall houses the Art and Music departments, and contains studios, extensive gallery space, a sculpting studio, classrooms, and practice rooms, as well as an impressive 200-seat recital hall.

A full and diverse program of cultural, extracurricular, and religious activities is provided to enrich your personal and academic growth as well as to provide enjoyment and relaxation.

Responsibility and leadership is encouraged through student participation in a number of committees, clubs, and other organizations. Because Gettysburg is a residential college, the Student Life Council is particularly important: students play a vital role in the work of this Council, which reviews the College's policies for residential life and student conduct. An elected Student Senate is the main organization of student government. Students also play an important role in the Honor Commission, which administers the academic Honor Code, and the Student Conduct Review Board, which handles disciplinary cases within the student body.



Concerts, plays, and lectures occur daily. Student performing groups include the Gettysburg College Choir; the Chapel Choir; the College Marching, Symphonic, and Jazz Bands; the Gettysburg College Community Chamber Orchestra; various ensembles; the Owl and Nightingale Players (who present three major theatrical productions each year); the Laboratory Theatre (which performs a dozen one-act plays); and Otherstage (which offers a variety of short theatre pieces). The College Union Building (CUB) is the center of student activities on campus; many

events such as concerts, lectures, films, and dances are held in the ballroom of the CUB. Also in the CUB is a nightclub and a snack bar that serve as informal meeting places for the campus.

Social events are also provided by fraternities and sororities. Gettysburg has eleven fraternities and five sororities, all of which are nationally affiliated.

In addition, the College has many departmental, professional and honorary societies. There are honorary fraternities or clubs for students in sixteen different academic areas. Gettysburg has a chapter of Phi Beta Kappa, the national academic honorary fraternity.

To keep you informed about happenings on campus, there is the student newspaper, the *Gettysburgian*; the student-operated FM radio station, WZBT; and a weekly announcement sheet, *This Week at Gettysburg*. The newspaper and radio station offer opportunities to learn about all aspects of journalism and radio broadcasting. Other Gettysburg student publications include *The Spectrum* (the College yearbook), and *The Mercury*, a journal of student poems, short stories, photographs, and art work.



At Gettysburg, all students can participate in a supervised sport. Depending upon your athletic ability, you may choose to play on one of the 21 varsity teams, or to be part of an extensive campus recreation program. At the intercollegiate level, the College is a member of the Middle Atlantic Conference and the Centennial Football Conference, and enjoys well-balanced athletic rivalries with other teams in those groups.

The intercollegiate program for men includes football, soccer, basketball, swimming, wrestling, lacrosse, tennis, cross country, baseball, and track and field.

There are women's teams in field hockey, volleyball, cross country, basketball, soccer, swimming, lacrosse, softball, track and field, and tennis. The golf team is open to both men and women.

The Campus Recreation Program offers a large number of activities for the entire campus community. These activities include club rugby, club ice hockey, aerobitone, water polo, intramural volleyball, a cycling club, karate, and weight lifting.

Student Life at Gettysburg is lively and diverse. There is one simple goal for all of the organized activities on campus—to enhance the full range of your liberal arts education.

After you take advantage of all that Gettysburg has to offer, you may wish to pursue further graduate study or enter your career field immediately. The Career Services Office is available to provide you with counseling, information, and the practical skills necessary for setting and achieving your future occupational goals. This office sponsors an organized alumni networking program, maintains an extensive library that includes vocational and graduate school information, sponsors job and career fairs with other colleges, offers workshops on resume writing and effective interviewing, and hosts on-campus employment interviews with various companies. Its broad range of services can help you set and achieve the career goals that suit your particular skills, values, and aspirations.



Admission to Gettysburg is highly competitive. It is based upon high academic achievement in a strong college preparatory program, SAT or ACT results, and personal qualities. The College welcomes applications from students of differing ethnic, religious, racial, and economic backgrounds, and of differing geographic settings. If Gettysburg is your first choice, you are encouraged to apply for Early Decision admission. Applications for Early Decision will be considered between November 15 and February 1 of the senior year with notification of acceptance between December 15 and February 15. Applications for Regular Decision admission are due no later than February 15 of your senior year. Offers of acceptance are usually sent early in April. The College complies with the candidates' reply date of May 1.

Total expenses covering comprehensive academic fee, room, board, and books and supplies are estimated at \$21,965 for the 1992-93 academic year. Additional costs include personal expenses such as laundry and clothing, transportation, etc. A generous program of financial aid is available for students who are unable to finance their entire education from family and/or personal resources.

We understand how important your college choice is to you, and we want you to make a wise decision. For that reason, we invite you to visit Gettysburg as part of your college selection process. As you observe a class, meet with a professor, or talk to students, you will begin to appreciate all of the ways that you can benefit by attending Gettysburg. The admissions staff can answer any specific questions you have about the College, but you will also learn much from the many informal conversations you have during your visit.

At Gettysburg, the interview is strongly encouraged. You can arrange an interview and a campus tour by calling the admissions office at (717) 337-6100 or 1-800-431-0803. During the academic year, the admissions office is open from 9:00 to 5:00 on weekdays and from 9:00 to 12:00 on Saturday; summer hours are between 8:00 and 4:30 weekdays.



We think that the more you know about us, the more you will like Gettysburg College.

A two-minute look at Gettysburg

Type of College: Four-year, coeducational, college of liberal arts and sciences founded in 1832.

Enrollment: About 1,900 students (approximately one-half are men and one-half are women), representing nearly 40 states and 25 foreign countries.

Location: The College is adjacent to the Gettysburg National Park. Gettysburg, Pennsylvania is 36 miles from Harrisburg, 55 miles from Baltimore, 80 miles from Washington, D.C., 117 miles from Philadelphia, and 212 miles from New York City. College Van Service to and from area transportation centers is available.

Campus: 200 acres with over 60 buildings. Beautiful campus with excellent facilities.

Library: Musselman Library with total collections of approximately 330,000 volumes, 23,000 microforms, 36,000 government publications, 12,000 recordings, and subscriptions to over 1,400 journals. The library seats 800 students, and contains a media theater, a graphics center, a language lab, and an automated library catalogue accessible through a dozen public access terminals in the library or through any microcomputer connected to the campus network.



Academic Information:

Student/Faculty ratio of 13:1 with an average class size of 20-25 students. 154 full-time faculty with 94% of the permanent faculty having a doctorate or the highest earned degree in their fields. One of only 19 chapters of Phi Beta Kappa in Pennsylvania. Honorary or professional societies in 16 academic areas. Academic Honor Code in effect since 1957.

Academic Calendar: Semester.

Degree Programs: Bachelor of Arts, Bachelor of Science in Music

Education, Bachelor of Arts or Bachelor of Science in Biology, Chemistry, Applied Mathematics, and Physics.

Majors: Art, biology, chemistry, classical studies, computer science, economics, English, French, German, Greek, health and physical education, history, Latin, management, mathematics, music, music education, philosophy, physics, political science, psychology, religion, sociology and anthropology, Spanish, and theatre arts. Double majors, special majors, and minors are also available.



Area Studies Programs: African American Studies, American Studies, Asian Studies, Environmental Studies, Latin American Studies, Medieval and Renaissance Studies, Global Studies, and Women's Studies.

Special Programs: Study Abroad; Internships; Washington, D.C. Semester (government and politics, economic policy, ethical issues and public affairs, foreign policy, public administration, justice, urban studies, journalism, art and architecture, arts and humanities); United Nations Semester; dual-degree programs in engineering, nursing, optometry, or forestry and environmental studies; cooperative program in marine biology; certification in elementary and secondary education; premedical; and prelaw counseling. Cooperative College Consortium with Dickinson and Franklin & Marshall Colleges.

Distinctive Features: VAX 6210 and Sun4/690 mainframe computers; campus-wide computer network with connections to Internet and BITNET; Apple, IBM, and NeXT microcomputer clusters; state-of-the-art science facilities including two electron microscopes (transmission and scanning units)

Fourier Transform Infrared and NMR Spectrometers, an optics laboratory, greenhouse, planetarium, observatory, and a plasma physics laboratory; extensive facilities for fine arts, music, and drama; writing center; a comprehensive physical education complex; and a career services office.

Cultural Activities: Nearly 1,200 cultural events within a four-year period. Full schedule of lectures, concerts, and plays, bringing to campus nationally known speakers and performers; film series at College Union; art exhibits; trips to nearby Washington, D.C. and Baltimore to events of special interest.

Social Life: Student Activities Council which sponsors a lively and diverse schedule of social and cultural events; eleven fraternities and five sororities, all nationally affiliated.

Student Activities: Student-operated FM radio station; yearbook; newspaper; full range of musical groups including choirs, bands, a community orchestra, and numerous ensembles; Black Student Union; theatre groups; special interest groups; over 40 clubs and community service organizations; over 600 leadership positions.

Athletics: All intercollegiate sports played at the Division III level. Extensive intercollegiate programs with 10 sports for men, 10 sports for women, and one coeducational sport. The Campus Recreation Office provides a wide array of intramural activities to satisfy various interests and levels of skill.

Student Services: Faculty advisers, academic and personal counseling, tutorial services, career counseling, financial aid counseling, health center.

Residence Halls: Over 85% of the student body lives on campus in eighteen residence halls, including special interest houses and apartment complexes.

Religious Life: Lutheran related. Programs for students of all faiths coordinated through the College Chapel, including a Catholic Council and a Hillel.

Student Government: Students assume the major role in planning student activities and in enforcing rules of responsible citizenship through the Student Senate, Student Life Council, Student Judiciary Review Board, Student Activities Council, and the Honor Commission.

School Colors: Orange and Blue.



Academic Purposes of Gettysburg College

The faculty of Gettysburg College has adopted the following statement of the College's academic purposes.

Gettysburg College believes that liberal education liberates the human mind from many of the constraints and limitations of its finiteness. In order to accomplish its liberating function, Gettysburg College believes that it owes its students a coherent curriculum that emphasizes the following elements:

1. Logical, precise thinking and clear use of language, both spoken and written. These inseparable abilities are essential to all the liberal arts. They are not only the practical skills on which liberal education depends but also, in their fullest possible development, the liberating goals toward which liberal education is directed.

2. Broad, diverse subject matter. The curriculum of the liberal arts college should acquaint students with the range and diversity of human customs, pursuits, ideas, values, and longings. This broad range of subject matter must be carefully planned to include emphasis on those landmarks of human achievement which have in particular shaped the intellectual life of the present.

3. Rigorous introduction to the assumptions and methods of a representative variety of the academic disciplines in the sciences, the social sciences, and the humanities. The curriculum must encourage students to recognize that the disciplines are traditions of systematic inquiry, each not only addressing itself to a particular area of subject matter but also embodying an explicit set of assumptions about the world and employing particular methods of investigation. Students should recognize that the disciplines are best seen as sets of carefully constructed questions, continually interacting with each other, rather than as stable bodies of truth. The questions that most preoccupy academic disciplines involve interpretation and evaluation more often than fact. Students should learn that interpretation and evaluation are different from willful and arbitrary opinion while at the same time recognizing that interpretations and evaluations of the same body of facts may differ drastically given different assumptions, methods, and purposes for inquiry. Human thought is not often capable of reaching universal certitude.

This necessary emphasis of the College's curriculum is liberating in that it frees students from narrow provincialism and allows them to experience the joys and benefits of conscious intellectual strength and creativity.



Liberal education should free students from gross and unsophisticated blunders of thought. Once exposed to the diversity of reality and the complexity and arduousness of disciplined modes of inquiry, students will be less likely than before to engage in rash generalization, dogmatic assertion, and intolerant condemnation of the strange, the new, and the foreign. Students will tend to have a sense of human limitations, for no human mind can be a match for the world's immensity. Promoters of universal panaceas will be suspected as the gap between human professions and human performance becomes apparent. Students will tend less than before to enshrine the values and customs of their own day as necessarily the finest fruits of human progress or to lament the failings of their time as the world's most intolerable evils.

But wise skepticism and a sense of human fallibility are not the only liberating effects of the liberal arts. With effort and, in all likelihood, some pain, students master difficult skills and broad areas of knowledge. They acquire, perhaps with unexpected joy, new interests and orientations. In short, they experience change and growth. Perhaps this experience is the most basic way the liberal arts liberate: through providing the experience of change and growth, they prepare students for lives of effective management of new situations and demands.

The liberal arts provide a basis for creative work. Creativity is rarely if ever the work of a mind unfamiliar with past achievements. Rather creativity is almost always the reformulation of, or conscious addition to, past achievement with which the creative mind is profoundly familiar. By encouraging students to become responsibly and articulately concerned with existing human achievement and existing means for extending and deepening human awareness, Gettysburg College believes that it is best to ensue the persistence of creativity.



The intellectual liberation made possible through liberal education, though immensely desirable, does not in itself guarantee the development of humane values and is therefore not the final purpose of liberal education. If permitted to become an end in itself, it may indeed become destructive. A major responsibility of those committed to liberal education, therefore, is to help students appreciate our common humanity in terms of such

positive values as open-mindedness, personal responsibility, mutual respect, empathic understanding, aesthetic sensibility, and playfulness. Through the expanding and diverse intellectual activities offered in liberal education, students may develop greater freedom of choice among attitudes based on a fuller appreciation of our common humanity, and based on clearer recognition of our immersion in a vast, enigmatic enterprise.

The faith of the founders of Gettysburg College expressed in the charter supports the foregoing statement of academic purposes. The open search to know, tempered by humane reflection, complements our religious heritage. Together, we hope to add useful initiative toward the creation of a world in which diversity is more challenging and interesting than it is fear-producing; a world in which one may hear the sad truths reported by cynics while hearing, too, tales of quiet courage, of grace, of beauty, of joy. Then the response to the inevitably dissonant experiences of living may be wiser as a function of liberal education. Of course, the development of wisdom remains an elusive aim. It involves realms of experience that go beyond the academic, and a time span that encompasses a lifetime. Nevertheless, liberal education can be profoundly useful in the search for the fullness of life.



The Honor Code

A liberal arts program has as a basic premise the ideal of academic integrity. Gettysburg students live and work in a college community which emphasizes their responsibility for helping to determine and enforce appropriately high standards of academic conduct.

An academic honor system was instituted at Gettysburg College in 1957 and was strongly reaffirmed in 1976 and 1991. It is based upon the belief that undergraduates are mature enough to act honorably in academic matters without faculty surveillance and that they should be encouraged to conduct themselves accordingly. At the same time the College clearly recognizes the obligation placed upon each student to assist in maintaining the atmosphere required for an honor system to succeed.

The Honor Pledge, reaffirmed on all academic work submitted, states that the student has neither given nor received unauthorized aid and that he or she has witnessed no such violation. The preservation of the atmosphere of independence permitted by the Honor Code is the responsibility of the community as a whole. Students must comply with the Honor Code both in presenting their own work and in reporting violations by others. No student may enroll at Gettysburg College without first having signed the Pledge. A person who would sign the Pledge with reservation should not apply for admission.

Alleged violations of the Honor Code are handled by an Honor Commission elected by the students. Decisions of the Commission may be appealed to a student-faculty-administrative board of review.

Curriculum

The major goals of the curriculum are set out in the Academic Program section of the College's Statement of Purpose on page 2 and in the longer statement of the Academic Purposes of the College on page 17.

The First Year Colloquy, with its strong emphasis on lucid writing, helps students sharpen analytic skills necessary for college and beyond. Gettysburg College's distribution requirements assure the student an introduction to the variety of opportunities offered by a liberal arts education. In the first year, in addition to the First Year Colloquy in liberal learning, Gettysburg students normally take courses in a variety of fields and begin to fulfill distribution requirements, such as those in foreign languages, laboratory sciences, social sciences, or literature. In the sophomore year students usually select a major and, in consultation with a major adviser, plan a college program which will allow the completion of specific graduation requirements and also provide opportunities for the widest possible choice of electives. In the last two years most students concentrate on courses in their major fields and supplement their programs with elective courses. Students are expected to complete three quarter courses of the physical education requirement by the end of the sophomore year.

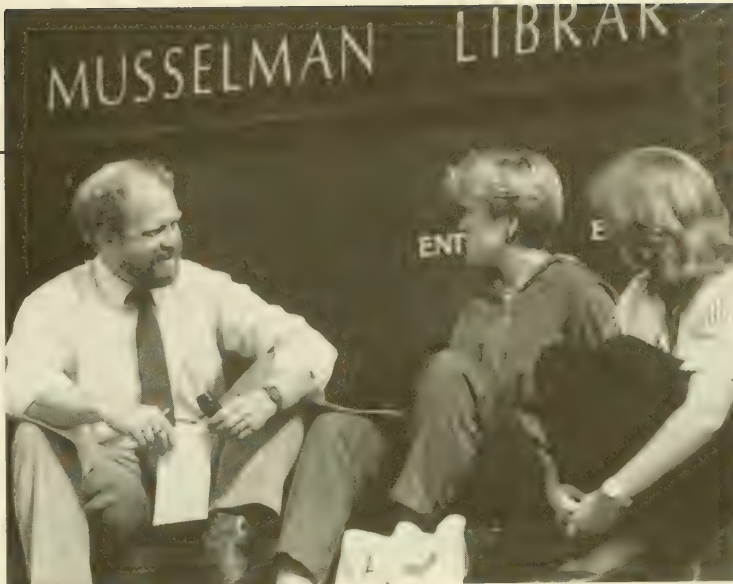


Students majoring in the natural sciences usually begin such programs in the first year and follow closely a prescribed sequence of courses. Students anticipating careers in medicine, dentistry, or veterinary medicine should begin acquiring necessary preparatory courses in their first year.

The Advising System

The College believes that one of the most valuable services it can render to its students is careful counseling. Each first year student is assigned a faculty adviser to assist in dealing with academic questions, in explaining College regulations, in setting goals, and in making the transition from secondary school to college as smooth as possible. Special assistance is also available from the Dean of First Year Students.

During the first week of the fall semester, all new students participate in an orientation program designed to help them become acquainted with the College. All entering first year students receive in advance a detailed schedule of events of this program. During orientation, students have individual conferences with their advisers, take part in discussions of college life, and engage in other activities intended to familiarize them with the College and the academic opportunities available to them. They also take placement tests which provide the College with valuable information concerning their educational backgrounds and academic potential.



During the year, students should arrange periodic meetings with their faculty advisers. In addition, these advisers are available to discuss unexpected problems as they arise. Any changes in a first year student's schedule must be approved by the adviser. Students may also seek help from the Dean of First Year Students.

Sophomores may continue their advising relationship with their First Year adviser or they may select another faculty member in a field of study they anticipate as their major. It is important that sophomores consult regularly with an adviser. The Associate Deans of Academic Advising are available to offer assistance in the selection of advisers or to discuss any academic issues.

When a student chooses a major field of study, which must be done no later than the beginning of the junior year, a member of the major

department becomes his or her adviser and performs functions similar to those of the first year adviser, including the approval of all course schedules. It is the responsibility of all students to take the initiative in discussing their entire academic program with their advisers and to view that program as a meaningful unit rather than as a collection of unrelated courses. A student wishing to change the major course of study must notify the department in which he or she is a major and secure the approval of the department he or she desires to join. Juniors and seniors making such changes should understand that it may be necessary to spend more than four years in residence in order to complete their concentration requirements. Permission to spend more than four years in residence must be obtained from the Academic Standing Committee.



The College encourages students to prepare for graduate study, which has become a necessity in an increasing number of career fields. It is important for such students to become familiar with the requirements of the graduate programs in which they are interested, as well as the qualifications for fellowships and assistantships within these programs, well in advance of their graduation from Gettysburg College. Above all, they should recognize the importance of building a superior undergraduate academic record.

The Career Services Office and the Musselman Library/Learning Resources Center have a collection of graduate school catalogues for students' reference. Four times a year the Graduate Record

Examination is given on the Gettysburg campus for those students who plan to enter a graduate school. The National Teacher Examination is given twice a year. Special advisers assist students in planning for the legal and health related professions.

Students may confer with their adviser, an Associate Dean of Academic Advising, Career Services, or faculty members as they consider their options for a major, weigh their career objectives, choose a graduate or professional school, or search for employment after graduation.

Credit System

The course unit is the basic measure of academic credit. Students may complete the 35 course unit graduation requirement through any combination of full or half unit courses. For transfer of credit to other institutions the College recommends equating one course unit with 3.5 semester hours. Because of the extra contact hours involved, each laboratory science course is more than acceptable in terms of the expectations of a 4.0 semester hour course. The College uses the 3.5 conversion factor to convert semester hours to Gettysburg course units for those students presenting transfer credit for evaluation at the time of admission or readmission. Half unit courses should be equated to 2 semester hours. The College offers a small number of quarter course units in Music and Health & Physical Education. These courses may not be accumulated to qualify as course units for graduation. Quarter course units should be equated to one semester hour.



Requirements for the Degree

The College confers three undergraduate degrees: Bachelor of Arts (BA), Bachelor of Science (BS), and Bachelor of Science in Music Education (BSME). The general graduation requirements are the same for all degree programs as follows:

1) 35 course units, including First Year Colloquy; plus three quarter courses in Health and Physical Education (two quarter courses for BSME);

- 2) a demonstration of proficiency in written English;
- 3) a minimum accumulative GPA of 2.00 and a GPA of 2.00 in the major field;
- 4) the distribution requirements;
- 5) the concentration requirement in a major field of study;
- 6) a minimum of the last year of academic work as a full-time student in residence at Gettysburg College or in an approved College program; and
- 7) the discharge of all financial obligations to the College.

Quarter course credits do not count toward the 35 course unit graduation requirement.

No course used to obtain a bachelors degree at another institution may be counted toward the requirements for a Gettysburg College degree.

The specific major requirements for each degree are different. The requirements for the degree of Bachelor of Science in Music Education are found on page 41. The major requirements for the Bachelor of Arts and the Bachelor of Science are found in the departmental introductions in the Courses of Study section of this catalogue beginning on page 66. The Bachelor of Science degree is offered in Biology, Chemistry, Mathematics, and Physics.

Each student is responsible for being sure that graduation requirements are fulfilled by the anticipated date of graduation. Normally, the College requires students to complete the degree requirements in effect at the time of their original enrollment.

Writing Policy Since the ability to express oneself clearly, correctly, and responsibly is essential for an educated person, the College cannot graduate a student whose writing abilities are deficient. See Item 1 under College Course Requirements below. Instructors may reduce grades on poorly written



papers, regardless of the course, and in extreme cases, may assign a failing grade for this reason.

College Course Requirements

Each student must successfully complete the college course requirements listed below.

1) Demonstration of proficiency in written English during the first year of enrollment. Normally, such proficiency is demonstrated by passing English 101. For other ways to satisfy this requirement, see Exemption from Degree Requirement on page 32.

2) First Year Colloquy: a required seminar for all first year students, designed to strengthen reasoning, writing, and speaking skills using a multi-disciplinary theme as a focus.

3) Health & Physical Education: three quarter courses including one semester of study in each of the following groups: health/wellness, fitness, recreational skills (two quarter courses for BSME).

Distribution Requirements

Each candidate for the degree must satisfactorily complete the following distribution requirements. See the listing on page 66 or read the departmental material under Course of Study for the specific courses that fulfill each requirement. Any requirement may be satisfied, with or without course credit, by students who can qualify for exemption (see page 32).

1) Foreign Language: one to four courses to prove proficiency through the intermediate level. Normally, proficiency is demonstrated by completing the 202 course in German, Greek, Latin, Portuguese, or Spanish; the 201-202 course sequence in French; or other designated intermediate-level language courses.

2) Arts: one course in art, music, creative writing, or theatre arts.

3) History/Philosophy: one course in history, philosophy, or culture/civilization in languages or interdepartmental studies.

4) Literature: one course in literature in the original language or in English translation.

5) Natural Science: two courses in astronomy, biology, chemistry, or physics. The courses must be in the same department and must include a laboratory.



6) Religion: one course on the 100- or 200-level in religion.

7) Social Science: one course in anthropology, economics, political science, psychology, or sociology.

8) Non-Western Culture: one course to satisfy the distribution requirements listed above must give primary emphasis to African or Asian cultures, or to the non-European culture of the Americas. A student may also take a non-western course that happens not to satisfy any of the other distribution requirements.

Major Requirements: Each student must successfully complete the requirements in a major field of study. A major consists of 8 to 12 courses, depending on the field of study, and may include specific courses determined by the department. A department may, in addition, require related courses in other departments. A department may require its majors to pass a comprehensive examination. Requirements of the various majors are listed in the departmental introductions under Courses of Study.

The following are major fields of study at Gettysburg College:

Bachelor of Arts:

Art
Biology
Chemistry
Classical Studies
Computer Science
Economics
English
French
German
Greek
Health and Physical Education
History
Latin
Management
Mathematics
Music



Philosophy
Physics
Political Science
Psychology
Religion
Sociology and Anthropology
Spanish
Theatre Arts

Bachelor of Science:

Biology
Chemistry
Mathematics
Physics

**Bachelor Of Science
in Music Education:**
Music Education

A student must file a declaration of major with the Registrar before registering for the junior year. A student may declare a second major as late as the beginning of the senior year.

Special Major

As an alternative to the standard major fields of study offered in departmental disciplines, students may declare a *special major* by designing an interdepartmental concentration of courses focusing on particular problems or areas of investigation which, though not adequately included within a single department or discipline, are worthy of concentrated study.

Students intending to pursue a special major must submit a proposal for their individual plan of study to the Committee on Interdepartmental Studies. The proposed program must be an integrated plan of study that incorporates coursework from a minimum of two departments or fields. A special major must include a total of ten to twelve courses, no fewer than eight of which must be above the 100-level; three or more courses at the 300-level or above; and a 400-level Individualized Study course which is normally taken during the senior year.

Individualized Study allows students to pursue independent work in their areas of interest as defined by the proposal and resulting in a senior thesis demonstrating the interrelationships among the fields comprising the special major. The proposal must be signed by two faculty members (from two different departments among those represented in the list of courses to



be taken), one of whom will serve as the student's primary academic adviser.

After consulting with the interdepartmental studies chairperson and the prospective sponsors/advisers, students should submit their proposals during the sophomore year. The latest a student may submit a proposal is mid-term of the first semester of his or her junior year. The proposal will consist of an application form, obtainable from the IDS chairperson, and a narrative describing the academic purpose of

the program. The narrative must include a specific and detailed explanation of the particular problem or area of interest which is the focus of the proposal, statements indicating why the student wishes to pursue this interest and why the student's goals cannot be accomplished through a regular major, and a clear and coherent explanation of how the courses included in the proposal constitute an integrated, in-depth study of the problem or interest. It is often possible to build into a special major a significant component of off-campus study.

Normally, to be accepted as a special major, a student should have a 2.3 overall GPA. Students should be aware that a special major program may require some departmental methods or theory courses particular to each of the fields within the program.

A student may graduate with Honors from the special major program. Honors designation requires a 3.5 GPA in the Special Major, the recommendation of the student's sponsors, the satisfactory completion of an interdisciplinary Individualized Study, and the public presentation of its results in some academic forum.

Optional Minor Students may declare a minor concentration in an academic department or area that has an established minor program. Not all departments offer minor programs. A minor shall consist of six courses, no more than two of which shall be 100-level courses. Exceptions to the two 100-level course limitation may occur in departments offering more than one major. Each department having a minor program stipulates the requirements for it. Students may not declare a minor in the same department in which they have a declared major. Students must maintain a 2.00 average in the minor field of study.



Residence Requirements And Schedule Limitations

The normal program consists of nine courses per year, with five courses in one semester and four in the other. Thus, a student will complete graduation requirements in four years of full-time academic work in the September-through-May academic year. The last full year of academic work must be in residence at Gettysburg College or in an approved College program. Students may not complete requirements as part-time students during their last semester of residence.

Students proposing to complete graduation requirements in less than four full years must have their programs approved by the Academic Standing Committee through the Office of Academic Advising. Such approval should be sought at least a year before the proposed completion of requirements.

A full-time student for academic purposes is one carrying a minimum of three courses during a semester. No student who is a candidate for a degree may take fewer courses than this without permission of the Academic Standing Committee.

Students may not enroll in the equivalent of six or more full unit courses per semester without the approval of the Academic Standing Committee. In granting approval to take six courses, the Committee requires evidence that the student is in good academic standing and will be able to perform at an above average academic level during the semester of heavy enrollment. Any course enrollment above five in full or half unit courses represents an overload and results in an extra course fee.

The required quarter courses in health and physical education, generally taken during the first and second years, are in addition to the full course load in each semester. These courses do not count toward the 35-course graduation requirement.

Majors in music and health and physical education must take quarter courses in addition to the normal course load. Other students may take quarter courses in applied music over the normal load with the approval of their advisers and of the Music Department at an additional charge.

A student may audit informally any College course with the permission of the instructor. No charge will be made for such an audit and no record of auditing will be recorded on the student's transcript.

Gettysburg College is aware that physical and learning disabled persons may have special needs and is committed to making adjustments in order to make the program accessible to them.



Registration

Students must be officially registered for a course in order to earn academic credit. The Registrar announces the time and place of formal registration. By formally completing his or her registration, the student pledges to abide by College regulations.

Also students may enroll in a course for credit during the first 12 class days after the beginning of the semester. A proposed change must be submitted to the Registrar on an official course change slip after first being approved by the instructors involved and the student's adviser. Students are not permitted to enroll in a course after the 12 day enrollment period.

Many departments establish limits to class enrollments in particular courses to insure the greatest opportunity for students to interact with their instructors and other students. As a result, students cannot be assured of enrollment in all of their first choice courses within a given semester.

The Grading System

Normally courses are graded A through F, with these grades having the following significance: A (excellent); B (good); C (fair); D (poor); and F (failing). Instructors may modify their letter grades with plus and minus signs.

In successfully completing a course under this grading system, a student earns a number of quality points according to the following scale.

A+ 4 1/3	C 2
A 4	C- 1 2/3
A- 3 2/3	D+ 1 1/3
B+ 3 1/3	D 1
B 3	D- 2/3
B- 2 2/3	F 0
C+ 2 1/3	

A student's accumulative average is computed by summing his or her quality points and dividing by the number of courses taken. The average is rounded to the third decimal place.

The College reserves the right to make changes and adjustments in the grading system even after a student enrolls.



The College also offers a Satisfactory/Unsatisfactory grading option. This option is intended to encourage students to be intellectually adventurous in courses with subject matter or approaches substantially different from their prior academic experience or attainment. An S signifies satisfactory work, and is given if a student performs at the C- level or higher, a U signifies unsatisfactory work, and is given for work below the C- level. Courses graded S/U do not affect a student's quality point average, but a course completed with an S grade will count toward the total number of courses needed for graduation. A student may elect to take a total of six courses on an S/U basis during his or her four years at Gettysburg College; however, no more than two S/U courses may be taken in any one year. This grading option may not be selected for: (1) College course requirements in written English or the First Year Colloquy,

(2) distribution requirements for graduation, and (3) courses taken in a student's major field.

Exceptions may be made with regard to the major in cases where a department specifies that a particular course is available under the S/U grading system only, and in cases where the student declares the major after taking the course. A student must choose the S/U grading option during the first 12 class days of the semester.

The quarter course basic skill courses in Health and Physical Education (all of which are graded S/U) shall not count in determining the maximum number of S/U courses a student may take. Students who enroll in Education 476: Student Teaching may take an additional course under the S/U option during the senior year, provided that their total number of S/U courses does not exceed six.

When a student registers for and completes a course which he or she has already taken at Gettysburg College, both the credit and the grade previously earned are canceled, but they are not removed from the permanent record. The credit and grade earned in repeating the course are counted toward the student's requirements.

A grade of I (Incomplete) is issued by the Dean of Academic Advising when emergency situations, such as illness, prevent a student from completing the course

requirements on time. Unless the Academic Standing Committee extends the time limit, an incomplete automatically becomes an F if it is not removed within the first six weeks of the semester following the one in which it was incurred.

A student may withdraw from a course only with the knowledge and advice of his or her adviser and the instructor. A student who officially withdraws for medical reasons receives a W. A student withdrawing after the drop/add period receives

a WP (withdraw passing) or WF (withdraw failing) according to the estimate of the work done in the course up to the time of withdrawal. Those withdrawing from a course during the last five weeks of a semester will receive a WF. A grade of NF (non-attendance failure) will be given for those who do not attend the classes for a registered course and fail to withdraw properly. The grades of WF and NF carry 0 quality points and are used in computing averages.



Transfer Credit

After enrolling at Gettysburg, students may use a maximum of three course credits toward the degree for work taken at other colleges if such courses have first been approved by the chairperson of the department concerned and by the Registrar. Course credit, but not the grade, transfers to Gettysburg if the grade earned is a C- or better. This transfer option is not available to those who receive three or more transfer course credits at the time of admission or readmission to the College.

This course credit limitation does not apply to Central Pennsylvania Consortium Courses or to individually arranged off-campus study programs approved by the Academic Standing Committee.

Both credit and grades transfer for work done at another Central Pennsylvania Consortium College, or in certain Gettysburg College off-campus affiliated programs described beginning on page 42.



Exemption from Degree Requirements

The College may recognize work on the college level completed elsewhere by a student. This recognition may take the form of exemption from degree requirements and may carry academic credit. Students should present their requests for exemption to the Registrar. They should be prepared to demonstrate their competence on the basis of their academic record, Advanced Placement Examination results of the College Board (see page 169), or examinations administered by the department concerned. The decisions on exemption and credit rest with the department and the Registrar.

Students may satisfy the writing proficiency requirement by scoring sufficiently high on the Test of Standard Written English (TSWE) of the College Board. In 1991, the College exempted those students who scored 58 or above on the TSWE. Those scoring 53-57 were permitted to gain exemption by passing a departmental examination given on the campus.

Students may satisfy the foreign language requirement in a language not regularly offered at Gettysburg by demonstrating achievement at the intermediate-



level through transfer credit, by examination, through independent study with a Gettysburg faculty member, or through an approved exchange program with the Central Pennsylvania Consortium. International students who have learned English as a second language may satisfy the requirement with their primary language.

Individualized Study and Seminar

There are opportunities in most of the departments for students to engage in individualized study and seminars. These opportunities are primarily for seniors, but other students are frequently eligible. In some departments participation in this type of activity is part of the required program of study; in others it is optional. Most of these courses are numbered in the 400's under Courses of Study.

Academic Standing

Students are expected to maintain an academic record that will enable them to complete the requirements for graduation in the normal eight semesters. To be in good academic standing a student must have at least a 2.00 accumulative average, a 2.00 average for the semester, a 2.00 average in the major field of study by the end of the junior year and during the senior year, and be making appropriate progress in acquiring the credits and completing the various requirements for graduation. Students who do not meet these standards will be given a warning, placed on academic probation, placed on dismissal alert, or be dismissed from the College.

The student who falls below the following minimum standard is

considered to not be making satisfactory progress and is either placed on dismissal alert or is dismissed:

For first year students - 1.50

GPA and 6 courses completed

For sophomores - 1.80 GPA and
15 courses completed

For juniors - 1.90 GPA and 25
courses completed

In addition to these minimum standards, a student on probation must show significant improvement during the following semester in order to remain at the College. Normally, a student may not remain at the College with three consecutive semester averages below 2.00.

Students receiving some forms of financial aid must maintain certain progress toward achieving a degree in order to remain eligible for such aid. See the Financial Aid section of this catalogue for a more complete discussion of appropriate progress.

In accordance with the regulations of the National Collegiate Athletic Association, a student who is on dismissal alert status may not participate in the institution's intercollegiate athletic program.



Transcripts

The College supports students in their candidacy for graduate or professional school admission or in their search for appropriate employment by providing a responsive transcript service. Requests for transcripts must be in writing and should be directed to the Office of the Registrar. This office prepares transcripts twice a week on Tuesdays and Fridays. There is no charge for this service unless special handling is requested.



Withdrawal and Readmission

Readmission for students who withdraw from Gettysburg College is not automatic. The procedure for seeking readmission depends on the student's academic status at the time of withdrawal, the length of time that has elapsed since withdrawal, and the reason for withdrawal, as described in the sections that follow. Normally, the Academic Standing Committee reviews applications for readmission in the second week of November and the second week of April; all supporting materials should be submitted to the Office of Academic Advising by the beginning of November and the beginning of April.

Voluntary Withdrawal

A student who is in good academic standing at the time of withdrawal and seeks readmission within one academic year after withdrawing does not have to submit an application for readmission.

Instead, the student must file with the Academic Standing Committee, through the Office of Academic Advising, a letter requesting reinstatement and providing an account of the activities during his or her absence from the College. This letter should be sent by November 1 or April 1. Any student who seeks readmission after one year has elapsed must submit an application for readmission. Students who desire to be considered eligible for financial aid



upon return must complete all financial aid applications by the normal financial aid deadlines and notify the Financial Aid Office of their intentions to return.

A student who withdraws voluntarily must arrange for an exit interview with a member of the academic advising staff prior to leaving the College. A readmission interview is desirable, and in some cases required, depending on the circumstances surrounding the student's withdrawal.

A student who withdraws voluntarily and is on academic probation at the time of withdrawal must submit an application for readmission to the Academic Standing Committee through the Office of Academic Advising. The Academic Standing Committee will review the student's application, previous record at Gettysburg College, activities since leaving college, and prospects for the successful completion of his or her undergraduate studies.

Dismissal

A student who is dismissed from the College for academic reasons is not eligible for readmission until one academic year has elapsed. Students who have been dismissed from the College for academic reasons for a second time are not eligible for readmission. An application for readmission must be submitted to the Academic Standing Committee through the Office of Academic Advising. A personal interview is required. The Academic Standing Committee will review the student's application, recommendations from an employer and three Gettysburg College faculty members, activities since leaving college, and prospects for future academic success at the College. To be eligible for readmission, a dismissed student must also have completed at least one course at an accredited institution and have earned a grade of B or higher.

A student who is suspended for disciplinary reasons must follow this same procedure for readmission except that he or she is not required to take course work elsewhere. A student in this category is eligible to apply for readmission at the end of the time period designated for the suspension.

Medical Withdrawal

A student whose health is so impaired that matriculation cannot be continued will be granted a Medical Withdrawal provided that a physician, psychiatrist, or psychologist confirms in writing the seriousness of the condition and recommends that the student withdraw from the College. In such cases an Associate Dean of Academic Advising may authorize grades of "W" for the courses in which the student is currently enrolled. A student in good academic standing who has been granted a Medical Withdrawal does not have to fill out an application for readmission, but must submit to the Academic Standing Committee, through the Office of Academic Advising, a written request for reinstatement at least three weeks prior to the beginning of the semester that matriculation is desired. A letter from his or her attending physician, psychiatrist, or psychologist which certifies that the student will be ready to resume a full academic program by a designated time is also required. If, based on medical considerations, there is reason to limit the student's course load or



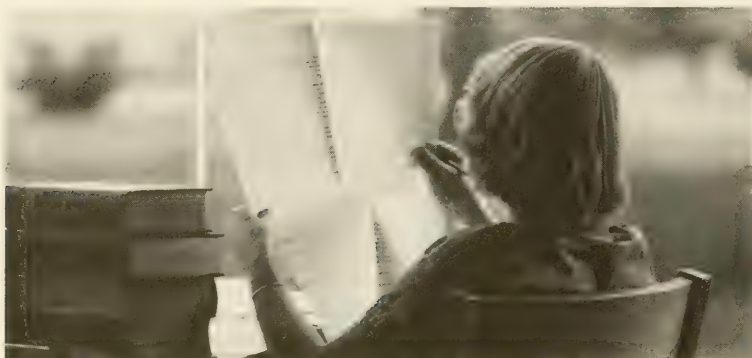
physical activity, a recommendation for such should be noted in this letter. A personal interview with a member of the Counseling Services or Health Services staff may also be required. A student on academic probation who has been granted a Medical Withdrawal must submit an application for readmission along with the aforementioned letter. Decisions regarding reinstatement are the responsibility of the Academic Standing Committee. Students who have withdrawn for medical reasons and who intend to return are subject to the same procedures for financial aid as are matriculated students; it is imperative to be in touch with the Financial Aid Office during absence from campus.

Senior Scholars' Seminar

The College offers a unique and valuable opportunity for its outstanding senior students. Each year the Senior Scholars' Seminar, composed of selected seniors, undertakes a study of a contemporary issue which affects the future of humanity. The issues are always timely and often controversial. Past topics have included genetic engineering, conflict resolution, global disparities, computer and human communication, aging and the aged, dissent and nonconformity, imagining peace, human sexuality, and environmental protection or exploitation.

During the 1990-91 academic year consultants from Canada, Great Britain, and all parts of the United States helped students in the seminar explore "The Concept of the Hero in Historical and Contemporary Perspective." In 1991-92 the eighteen Senior Scholars' Seminar students not only brought outside experts to campus, but also traveled to other highly selective liberal arts colleges to do research on "Creating and Sustaining Intellectual Community in the Liberal Arts College."

In previous years the Senior Scholars' Seminar invited other authorities of national stature to



serve as resource persons. Persons who have visited the seminar include George Wald, Kenneth Boulding, Herbert Gans, Paolo Soleri, Joseph Fletcher, Leon Kass, Stuart Udall, David Freeman, Thomas Szasz, Daniel Ellsberg, Jonathan Schell, Daniel Bell, and James Gould. Student participants in the Seminar publish a final report based on their findings and recommendations.

The issues explored in the Seminar are always interdisciplinary in scope, and the students selected for this seminar represent a wide variety of majors.

Early in the second term of the junior year, qualified students are invited to apply for admission to the course. After the members of the class have been selected through a process of interviews, they begin to plan the course with two faculty directors and become active participants in the entire academic process. The Senior Scholars' Seminar is assigned two course credits.

Computer Courses

In the tradition of the Liberal Arts, Gettysburg College emphasizes the interdisciplinary nature of the computer as a tool in problem-solving. A thorough understanding of the concepts and applications in various disciplines is important for those students interested in pursuing a career in computer science. The Biology, Chemistry, Economics, Management, Mathematics, Physics, Political Science, Psychology, and Sociology and Anthropology Departments all offer courses that make significant use of the computer. In recent years, 95% of the graduating students have made use of the computing facilities in their courses at Gettysburg.

In addition to these courses in various departments, the College has a Computer Science curriculum of courses that cover the concepts that are at the core of the discipline. These courses are listed under Computer Science in the

Course Descriptions section of this catalogue. While there are over fifty courses that utilize the computer (not including those in the Computer Science curriculum), the following courses offer a more concentrated study in the use of the computer.

BIO 260	Biostatistics
CHEM 305, 306	Physical Chemistry
ECON 103	Principles of Microeconomics
ECON 241	Introductory Economic and Business Statistics
MAN 247	Management Information Systems
MATH 111	Calculus of a Single Variable
MATH 211	Multivariable Calculus
MATH 212	Linear Algebra
MATH 366	Numerical Analysis
PS 103	Global Politics
PS 215	Political Science Research Methods
PSYCH 205	Introduction to Statistics
PSYCH 305	Experimental Methods
SOC 303	Data Analysis and Statistics

Teacher Education Programs

Gettysburg College education programs in secondary school subjects, elementary education, music education, and health and physical education are competency based and have received approval from the Pennsylvania Department of Education. The liberal arts are central to the College's teacher education programs. Students planning to teach must complete a major in an academic department of their choice and fulfill all the requirements for the Bachelor of Arts degree or the Bachelor of Science degree. Upon completing a program in teacher education, students are eligible for a Pennsylvania Certificate, Instructional I, enabling them to teach in the public schools of the Commonwealth and other states with similar requirements. Students who pursue teacher certification are required to demonstrate computer literacy prior to admission to the Education Semester. A minimum



of forty hours of observation and participation in schools is required prior to acceptance into the Education Semester. Students who are seeking an Instructional I Certificate must have successfully completed the National Teachers' Exams (NTE) in the core battery (general knowledge, communication skills, and professional knowledge) and specialty area (the subject area for which candidates are seeking certification). For more information on the exams, contact a member of the education department.

Secondary Education

Students interested in preparing to teach academic subjects in the secondary schools must complete one of the following approved programs for secondary certification: biology, chemistry, physics, general science, mathematics, English, German, Latin, French, Spanish, health and physical education, or comprehensive social studies. These secondary programs have been granted program approval by the Pennsylvania Department of Education. The student must complete an approved program listed in the Handbook for Teacher Education, which will, in most cases, closely parallel the requirements in his or her major. Early planning beginning in the first year is essential for all of these programs.

Secondary education students are required to engage in a minimum of forty hours of pre-student teaching experiences in the secondary schools during the sophomore and junior years. Students serve as observers, aides, and small group instructors in secondary classrooms. These experiences are part of the requirements for Education 209 (Social Foundations of Education) and Education 201 (Educational Psychology). For the senior year, students, in consultation with their major department, will select either the fall or spring semester as the Education Semester. Student teaching experiences are completed at a school district near the College, or the student may elect to apply to student teach abroad or in other alternative sites. The following program constitutes the Education Semester.

Education 303 (Educational Purposes, Methods, and Educational Media: Secondary)

Education 304 (Techniques of Teaching and Curriculum of Secondary Subjects)

Education 476 (Student Teaching—two courses)

Note: Only these four courses may be taken during the Education Semester.

The student seeking admission to the secondary education program



must file an application with the education department by December 15 of the junior year. Admission to the program is granted by the Committee on Teacher Education, a body composed of faculty members from each department which has students in the secondary education program. This committee also determines standards for admission to the program. Members of the committee also teach Education 304 for the students of their respective departments and observe them when they engage in student teaching.

The admission of a student to the Education Semester depends upon the student's academic achievement and a recommendation from his or her major department. The guidelines for evaluating a student's academic achievement are an accumulative grade point average of 2.33 and a grade point average of 2.66 in the major. The successful applicant will have earned a "C" grade or higher in all education courses. The student will also be evaluated on such professional traits as responsibility, integrity, enthusiasm, and timeliness.

Evaluation of a student's communications skills will be done in the form of a writing sample which a student submits at the time of application for entrance into the Education Semester.

Students in the program leading to certification in secondary education shall present the six specified courses in education. In addition to these six courses, students are permitted one additional education course in individualized study, or in an education internship, to count toward the Bachelors degree. A minor in secondary education consists of successful completion of these six courses.

Elementary Education

The elementary education program is distinctive in giving students the opportunity to concentrate on liberal arts studies and complete an academic major, thus qualifying for the Bachelor of Arts degree.

Students interested in entering the elementary education program should consult with the education department no later than the fall semester of the first year in order to establish a program of study.

The prospective elementary teacher should complete the following program:

- 1) Economics 103, Psychology 101, World History, and HPE 199 during the first year.
- 2) Education 180, Music, Art, a course in child development, Education 201, and a course which is quantitative in nature.
- 3) Education 209, Education 331, Education 370, World Geography.
- 4) Education semester (fall or spring semester during the senior year) composed of Education 334, 306, and 476 (worth two courses).



Student teaching (Education 476) and Education 306 consist of 10 weeks of full-time participation in a public school near the College. Opportunities for student teaching abroad and in alternative sites also exist. Education 334 is taught in a five-week block and includes a two-week, full-time experience in the schools under the direct supervision of a reading specialist. Thus, twelve weeks of full-time student teaching are completed. Only these four courses may be taken during the Education Semester.

Elementary education students are required to engage in pre-student teaching experiences in the elementary schools during the sophomore and junior years. Students serve as observers, aides, and small group instructors in elementary and middle school classrooms.

The student seeking admission to the elementary education program must file an application with the education department by December 15 of the junior year. Admission to the program is granted by the Committee on Teacher Education, a body composed of faculty members from the education department and other departments. This committee also establishes standards for admission to the program.

The admission of a student to the Education Semester depends upon the student's academic achievement and a recommendation from his or her major department. The guidelines for evaluating a student's academic achievement are an accumulative grade point average of 2.33 and a grade point average of 2.66 in the elementary education program and its related courses (history, geography, economics,

child development, and the education courses). The successful applicant will have earned a "C" grade or higher in all education courses. The student will also be evaluated on such professional traits as responsibility, integrity, enthusiasm, and timeliness. Evaluation of a student's communications skills will be done in the form of a writing sample which is submitted at the time of application for entrance into the Education Semester.

Students interested in teaching in states other than Pennsylvania will find that a number of states certify teachers who have completed a baccalaureate program in elementary education at a college approved by its own state department of education. Numerous states require specific scores on portions of the National Teacher Exams (NTE). See the Education Department section for details.

In addition to the courses listed, students are permitted one education course in individualized study, or in an education internship, to count toward the Bachelor of Arts degree. A minor in elementary education consists of successful



completion of six courses offered by the education department (Education 201, 209, and 476 are required). The student then designates three of the following five courses to complete the minor: Education 180, 306, 334, 331, 370. All eight courses must be successfully completed for teacher certification in elementary education.

Music Education

The prospective teacher of music in the elementary and secondary schools should complete the program for the degree of Bachelor of Science in Music Education. This requires successful completion of 35 courses exclusive of courses in applied music. Also required are two semesters of the basic activities quarter courses in health and physical education.

The program includes:

Music, twelve courses as follows:

Music Theory, 141, 142, 241, 242, 341, 342

Music History and Literature

Music 244 (Intro. to Music History and Literature)

Music 313 (Music in the Medieval, Renaissance and Baroque Periods)

Music 314 (Music in the Classical, Romantic and Contemporary Periods)

Conducting

Music 205 (Choral Conducting)

Music 206 (Instrumental Conducting)



Applied Music

Music 456 (Senior Recital)

Fifteen to nineteen quarter courses. These do not count toward the 35 course graduation requirements and may be taken in addition to the 40 courses permitted. Consequently, in the fall and spring semesters the student will typically carry four or five full courses plus several quarter courses in applied music. The latter must include work in:

Major performance area

Piano

Voice

Instruments of the Band and Orchestra

Music Education, five courses as follows:

Music 320 (Principles and Procedures of Teaching Music in the Elementary School)

Music 321 (Principles and Procedures of Teaching Music in the Secondary School)

Music 474

(Student Teaching)

(three course units)

Certification Requirements

Psychology 101

Education 209 (Social Foundations of Education)

Education 201 (Educational Psychology)

Distribution Requirements

Electives

Participation for four years in an authorized musical group and presentation of a recital in the senior year are required.

The student in the Bachelor of Science program should consult with the music department as early as possible in order to arrange a four-year program.

Ninth Semester Education Program

Gettysburg College students who demonstrate academic ability but cannot finish certification requirements within four years may, with approval by the Teacher Education Committee, return to campus for a consecutive ninth semester to complete their student teaching and certification requirements. This semester, which would include only work in education, would be provided at cost (1992 cost: \$1,250) to these recent Gettysburg College graduates. Interested students should consult with a faculty member about this option.

Teacher Placement

The College maintains a Teacher Placement Bureau to assist seniors and graduates in securing positions and to aid school officials in locating qualified teachers. All communications should be addressed to the Director of the Teacher Placement Bureau.

Employment Prospects in Teaching

The projected annual demand for new hiring of all teachers is expected to rise from 233,000 in 1990 to a high of 243,000 in the year 2000, according to the National Center for Education



Statistics. Demand will be greatest at the elementary school level. Of the reporting 1991 Gettysburg College graduates who sought teaching positions in elementary education, 85% were teaching or in education-related occupations during the following academic year. Of the reporting secondary education graduates, 67% were so employed. The reported average salary for these 1991 Gettysburg College graduates was \$21,900.

Off-Campus Study

College Affiliated Programs

In order to supplement and enhance the regular courses of the College, the faculty designates certain off-campus programs of study as College Affiliated Programs. As such, these programs are recognized as worthy of credit to be applied toward the Gettysburg College degree. In affiliated programs, both grades and credits shall be accepted as if they were grades and credits earned at Gettysburg College. Currently, any student with sophomore status who is in good social and academic standing may apply for permission to study off-campus in any program approved by the college. A student wishing to study abroad should petition through the Office of Off-Campus Studies; those who wish to study off-campus in the United States should petition through the Office of the Registrar. The Academic Standing Committee shall approve a student's participation in a program and shall establish regulations and standards for the acceptance of credits.

Consortium Exchange Program

The program of the College is enriched by its membership in the Central Pennsylvania Consortium (CPC) consisting of Dickinson, Franklin and Marshall, and Gettysburg Colleges. The Consortium provides opportunities for exchanges by students and faculty, and for other off-campus study. Students may take a single course or enroll at a Consortium College for a semester, or a full year. A course taken at any Consortium College is considered as in-residence credit. Interested students should consult the Registrar.

Courses of unusual interest to Gettysburg students offered at the other CPC schools include those listed under the following programs:

DICKINSON

American Studies
 Anthropology
 Archaeology
 East Asian Studies (includes Chinese and Japanese language)
 Environmental Studies
 Geology
 Italian Studies (includes language)
 Judaic Studies (includes language)
 Russian and Soviet Area Studies (includes language)



FRANKLIN AND MARSHALL

American Studies
 Anthropology
 Asian Studies
 Astronomy
 Dance
 Geosciences
 Italian
 Linguistics
 Russian Studies (includes language)
 Science, Technology and Society



Lutheran College Washington Semester (Ethical Issues and Public Affairs). Gettysburg College, in partnership with Lenoir-Rhyne College, Luther College, Muhlenberg College, Roanoke College, Susquehanna University, Thiel College, and the Luther Institute in Washington, D.C., runs full academic programs during the fall and spring semesters of each academic year, and a two month internship program during the summer. Students live together in an apartment complex that houses students from other colleges who are also studying in Washington, D.C. During regular semesters students earn four course credits by taking a two-credit internship (in their area of interest) and two seminars. One of the seminars is entitled "Ethical Issues and Public Affairs" and the other is a special topics seminar created each year. In 1991-1992, the special topic was "Religion and Food Distribution." Additionally, there are a variety of field trips to important political, cultural, social, and religious

organizations. Service Learning projects are also part of the experience. The Lutheran College Washington Semester is recommended for juniors, but sophomores and seniors may apply. Information may be obtained from Dr. Donald Hinrichs, Department of Sociology and Anthropology, or by writing Dr. Nancy Joyner, Director, The Lutheran College, Washington Consortium, 226 East Capitol Street, Washington, D. C. 20003.

Washington Semester Gettysburg College participates with American University in Washington, D.C. in a cooperative arrangement known as the Washington Semester. This program enables a limited number of qualified students in the social sciences to engage in first-hand study of American government in action. The program is divided into several distinctive areas. *Washington Semester, National Government and Politics* focuses on important national institutions and the interrelationships of the various

actors in the political process. *Washington Semester in Foreign Policy* examines the formulation, implementation, and consequences of the foreign policy of the United States. *Washington Semester in Peace and Conflict Resolution* examines conflict resolution theory, history, methodologies, and skill development and forces that move in the directions of conflict or peace. *Washington Urban Semester* concentrates upon the operation of the political and administrative systems of urban America. *Washington Semester in Public Administration* studies the structure, process, and impact of the administrative sector. *Washington Semester in Justice* is concerned with the nature and sources of crime and violence, the conflicting theories and beliefs about justice, and the impact of national policymaking on social and criminal justice. *Washington Semester in Journalism* provides an introduction to the principles, ethics, and issues of American journalism as it exists in Washington, D.C. *Washington Semester in Arts and Humanities* gives an intensive cultural study of Washington with a focus on a particular area such as art history, foreign culture and language, history, religion, literature, and the performing arts.

Students in the Washington Semester program participate in seminars (two course credits), undertake a major research project



(one course credit) and serve an internship (one course credit) in a congressional, executive, or political office. The seminars, research project, and internship provide students with several opportunities for discussion with members of Congress and their staff, Supreme Court Justices, officials, and lobbyists. Residence in Washington provides a unique setting for the conduct of political research.

The Washington Semester may be taken during either semester of the junior year or the fall semester of the senior year. To qualify, a student must have completed at least one course in political science, have a minimum accumulative average of 2.50, and 3.00 in the major, and clearly demonstrate ability to work on his or her own initiative. Most participants major in political science, history, sociology, and economics, but applicants from other areas are welcomed. Further information may be obtained from the Department of Political Science.

The Washington Economic Policy

Semester Gettysburg College participates in this cooperative, intercollegiate honors program with American University in Washington, D.C. The semester is designed for students with an interest in economics. It intensively examines economic policymaking from theoretical, practical, domestic, and international points of view. During the semester, students are brought into direct contact with people who are involved in the formulation of economic policy.

The program of study includes (1) the Economic Policy Seminar (two course credits), which encompasses a theoretical analysis of economic policy problems; extensive reading; on-site discussions with economic policy decision-makers; preparation of papers, and the presentation of alternative paradigms that may be used to understand economic policy; (2) the choice of an internship (one course credit) in a private or governmental agency involved with economic policy, or an intensive independent research project (one course credit); and (3) an elective chosen from the courses offered by American University. It should be noted that the grades received in these courses, as well as the credit for four courses, will appear on the student's Gettysburg College transcript.



This program can be helpful to students in several ways. For all students, it provides an opportunity to dispel the mystery surrounding the policy-making process, to make them better informed citizens, and thus to improve their understanding of the complex interaction between the government and the economy. For those persons who plan to be professional economists, it will provide a practical introduction to learning about the nation's important economic institutions as well as the political considerations that influence the translation of economic theory into government policy. The program will allow students to become familiar with the basic economic issues of the times and with the different approaches for solving those problems. For students who are interested in becoming business economist lawyers or community organizers, the knowledge gained about the bureaucracy in

Washington and how the federal government operates will be invaluable in their careers.

Students should take the Washington Economic Policy Semester in the fall or spring semester of the junior year or the fall semester of the senior year. To qualify, a student must have a minimum accumulative grade point average of 2.50, and have demonstrated the ability to work on his or her own initiative. In addition, students wishing to apply for this program should have completed Economics 103-104, 241, 243, and 245. Most participants major in economics or management; however, interested applicants from other areas are encouraged to apply. Further information, including the application procedure for this program, can be obtained from Dr. William F. Railing, Department of Economics.

The United Nations Semester

Students qualifying for this program spend a semester at Drew University in Madison, New Jersey. On Tuesdays and Thursdays these students commute to the United Nations for a survey course in international organization which consists in part of briefings and addresses by individuals involved in United Nations activities. A research seminar also uses the facilities of the United Nations Headquarters. Other courses to



complete a full semester's work are taken at the Drew Campus.

The United Nations program is offered in both the fall and spring semesters. Some scholarship assistance may be available for non-Drew University students. Application can be made in the junior or senior year. Students from any academic concentration who have taken an introductory course in political science and who have maintained a respectable grade point average are eligible for nomination. Further information may be obtained from the Office of the Registrar.

Center for Cross-Cultural Study, Seville, Spain The College offers two special options for study abroad at the Center for Cross-Cultural Study in Seville, Spain. The first option is for students who have completed Spanish 301. These students may, with permission of the Academic Standing Committee, study at the Center for one or two semesters of their sophomore or

junior year, the fall semester of their senior year, or during the summer session. The second option is for students who have completed Spanish 104 or its equivalent. This option allows students to complete their language distribution requirement and literature distribution requirement while studying at the Center. In both programs, credits as well as grades earned at the Center will be transferred to the student's college transcript. Financial aid may be applied to participation in the program during the regular academic year. Students interested in studying at the Center should contact the Spanish Department.

The Foreign Student Study Center, The University of Guadalajara, Mexico

Students who have completed Spanish 301 or its equivalent may study for one or two semesters of their sophomore or junior year or the fall semester of their senior year at the University of Guadalajara's Foreign Student Study Center. Courses offered

include language, Mexican literature, history, culture, art, and political science. Both credits and grades will be transferred. Financial aid may be applied to participation in the program during the regular academic year. Interested students should contact the Spanish Department.

Center for Global Education

The College participates in three programs of the Center for Global Education in Cuernavaca, Mexico: Program in Global Community, Social Policy and Human Services in Latin America, and Women and Development: Latin American Perspectives. Each program involves four courses over a semester including an intensive Spanish course. The Global Community program includes a component of living in a rural village. The Social Policy and Human Services program deals with social justice issues, development and models of education and social work. Students in the Women and Development program study in Nicaragua and Guatemala in addition to Mexico. For more information students should contact the College's Coordinator of Global Studies or the Off-Campus Studies Office.

C.I.E.E. Program at the Université de Haute Bretagne, Rennes, France Juniors and first-semester seniors who have completed French 301 or its equivalent may study for a semester



or an entire academic year in the Council on International Educational Exchange's program at the Université de Haute Bretagne in Rennes. Both credits and grades will be transferred. Financial aid may be applied to participation in the program. Interested students should contact the French Department.

Institute for American Universities Program in Aix-en-Provence A one-semester or one-year program intended for *non-majors*. Students who have completed 101-102 or 103-104 at Gettysburg may fulfill the language

requirement in the *fall* semester at Aix. Students who have already satisfied the language requirement will take more advanced courses in French language, literature, and civilization during the fall or spring. In addition to their course work in French, all students may choose approved classes in history, political science, management, art, philosophy, psychology, and literature given *in English*. Both credits and grades will transfer. Financial aid may be applied to participation in the program. Interested students should contact the French Department.

Kansai University of Foreign

Studies The College has a cooperative agreement with Kansai University of Foreign Studies in Hirakata City, Osaka, Japan.

Students may study for a semester or a year at the University in a program that combines a rigorous Japanese Language program with lecture courses in the humanities, social sciences, and business which are conducted in English. Both credits and grades will be transferred. Financial aid may be applied to this particular program. Interested students should contact Dr. Katsuyuki Niino in the Economics Department.

Fall Semester in Cologne,

Germany Sophomore through first semester seniors with a minimum of one year of college German or the equivalent are eligible to participate in the Fall semester program in Cologne, Germany. A student may satisfy the distribution requirement in language in one semester and will take additional courses taught in English from other liberal arts areas (some of which also satisfy different distribution requirements). This is a fall semester program co-sponsored by the Pennsylvania Colleges in Cologne Consortium. Both credits and grades are transferred. Financial Aid may be applied to participation in the program. Interested students should contact the German Department.



College Year in Athens, Greece

The program is open to sophomores, juniors, and seniors (although the majority of students are of junior level) majoring in humanities or social sciences; approximately one third of the students at College Year are Classics majors. The language of instruction is English. The courses offered are mainly concerned with Greece, from ancient through Byzantine to modern times, and with the Near East. The categories of subject matter include history, literature, art and archaeology, philosophy, anthropology, classical Greek and

Latin languages, and modern Greek. Students who plan to attend College Year for an academic year receive preference in admission, but applications for one semester will also be considered. College Year is incorporated under American law as a non-profit, educational institution managed by a Board of Trustees. Both credits and grades will be transferred. Financial aid may be applied to participation in the program. Interested students should contact the Department of Classics or the Department of Philosophy.

Off-Campus Study Program In

Zimbabwe The college offers each fall semester an off-campus studies program in Zimbabwe, Africa. The program is open to sophomores and juniors (and also seniors, on a space-available basis) who have at least a 2.75 GPA. Four courses will be taught jointly in Harare by Gettysburg College faculty and faculty from the University of Zimbabwe and other national institutions. Field trips outside of Harare and homestays are integral parts of the study program. Students are paired with counterparts—typically, students from the University of Zimbabwe. Housing will be at the YMCA and at other international hostels in Harare. Regular Gettysburg College fees for tuition, room, and board cover all costs (including round trip airfare), except books and personal expenses. The Fall 1992 program will be conducted by the Coordinator of African American Studies, and will offer the following courses: African Literature, History of Southern Africa, African Environmental Science, and African Political Economy. Interested students should contact the Coordinator of African American Studies.

Intercollegiate Center for Classical Studies in Rome, Italy

The Center is open to students majoring in Classics, classical history, archaeology, or art history with a concentration in classical art.



The program lasts for one semester and is offered during the fall and the spring. The Center provides undergraduate students with an opportunity to study Greek and Latin literature, ancient history and archaeology, and ancient art in Rome. A Managing Committee, elected by the member institutions, has arranged with Stanford University for the Stanford Overseas Studies Office to administer the Rome Center. The faculty is chosen from persons teaching in universities and colleges in the United States and Canada. The language of instruction is English. Both credits and grades will be transferred. Financial aid may be applied to participation in the program. Interested students should contact the Department of Classics.

Lutheran Theological Seminary Exchange

Gettysburg College students are eligible to take up to four courses at the Lutheran Theological Seminary also located

in Gettysburg. The Seminary offers coursework in Biblical Studies, Historical Theological Studies, and Studies in Ministry. Interested students should consult the Registrar.

Wilson College Exchange

Gettysburg College offers an exchange opportunity with Wilson College, an area college for women, with course offerings that supplement Gettysburg's offerings in communications, women's studies, international studies, dance, and other creative arts. Students may take a single course or enroll as a guest student for a semester or a full year.

Marine Biology The Biology Department offers two programs for students interested in pursuing studies in marine biology; these programs are in cooperation with Duke University and the Bermuda Biological Station.

The Bermuda Biological Station (St. George's West, Bermuda) offers courses in biological, chemical, and physical oceanography during the summer. Any course taken by a Gettysburg College student may be transferred to Gettysburg together with the grade, provided prior approval is granted by the Biology Department.

Gettysburg College is one of a limited number of undergraduate institutions affiliated with the Duke University Cooperative

Undergraduate Program in the Marine Sciences. The program, offered at the Duke University Marine Laboratory (Beaufort, North Carolina), is a ten week semester of courses, seminars, and independent investigations. Studies include the physical, chemical, geological, and biological aspects of the marine environment with emphasis on the ecology of marine organisms.

This program is appropriate for juniors or students who have had three to four courses in biology. Students receive the equivalent of five courses, two of which may be used toward the minimum eight required in biology. The remaining courses will apply toward graduation requirements.



Additional Off-Campus Opportunities

Study Abroad Qualified students may study abroad during one or two semesters of their junior year or the fall semester of their senior year. The Office of Off-Campus Studies maintains an information file of recommended programs and stands ready to assist students with their unique study plans. It is important to begin the planning process early. During the first year, or at least by the first semester of the sophomore year, students who plan to study abroad should discuss with their advisers the relationship of their proposed course of study to their total academic program. An outline of the program and a list of specific courses with appropriate departmental approval must be submitted to the Academic Standing Committee, which gives

final approval on all requests to study abroad. To qualify, a student must be in good social and academic standing. Study abroad programs are not limited to language majors; students in any major field may apply. Further information may be obtained from the Office of Off-Campus Studies.

Special Interest Programs

Students may petition the Academic Standing Committee for permission to take courses for a semester at another college or university which offers a program in a special interest area not fully developed at Gettysburg College. Examples of special interest areas are Urban Studies, Asian Studies, Studio Arts, Nutrition, Environmental Studies, and Women's Studies. Interested students should consult the Dean of Academic Advising.

Dual-Degree Programs

Engineering This program is offered jointly with Columbia University, Rensselaer Polytechnic Institute (RPI), and Washington University in St. Louis. Students spend three years at Gettysburg College followed by two years at one of these universities. Upon successful completion of this program, the student is awarded the Bachelor of Arts degree from Gettysburg and the Bachelor of Science degree in an engineering discipline from one of the three affiliated universities. The affiliation with RPI also offers the opportunity for a Master's degree after three years at RPI. Gettysburg students, on their own initiative, have also completed dual-degree programs at non-affiliated universities. Students who qualify for financial aid at Gettysburg College will usually be eligible for similar aid at the engineering affiliate universities; this benefit is not available to international students.

Candidates for this program will have an adviser in the Physics Department. Normally a student will be recommended to Columbia, RPI, or Washington University during the fall semester of the junior year. Students must have a minimum of a 3.0 grade point average in order to be recommended, except for students interested in electrical engineering at RPI who are required to have a 3.5 average for recommendation.



The specific courses required for admission by each affiliated institution vary and students should schedule courses in close cooperation with the Engineering

Adviser at Gettysburg. In general, dual-degree engineering students can expect to take Physics 111, 112, 213, 319, 330; Mathematics 111, 112, 211, 212, 363; Chemistry 111,

112, and a computer science course. All dual-degree engineering students will have to complete the distribution requirements of Gettysburg while in residence at Gettysburg. Because of the limited flexibility of the Dual-Degree engineering curriculum, students are urged to identify their interests in this program at the earliest possible time.

Nursing The College has a five-year program under which students spend three years at Gettysburg and two at the Johns Hopkins University School of Nursing in Baltimore. At the end of the fourth year of study, students complete requirements for a B.A. degree from Gettysburg; at the end of the fifth year, students will receive a B.S. degree from Johns Hopkins University. Students interested in this program should contact the Dean of First Year Students for further information.

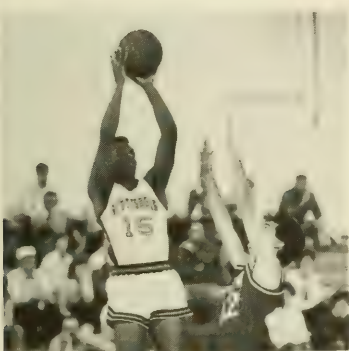
Optometry Pennsylvania College of Optometry (PCO) will offer admission into the program leading to the Doctor of Optometry to students from Gettysburg at the end of the junior year provided that all prerequisites are met. At the conclusion of the first year at PCO, students will receive the baccalaureate degree from Gettysburg and, after seven years of undergraduate and professional study, the Doctor of Optometry from the Pennsylvania College of Optometry. Students who qualify



for early admission to the program will be recommended by the Premedical Committee at Gettysburg College and will be required to interview at the Pennsylvania College of Optometry during the spring term of the junior year.

Forestry and Environmental Studies In addition to its own program in environmental studies, the College offers a dual-degree program with Duke University leading to graduate study in natural resources and the environment. Students will earn the Bachelor's and Master's degree in five years,

spending three years at Gettysburg College and two years at Duke University's School of the Environment. Students must fulfill all the distribution requirements by the end of the junior year. The first year's work at Duke will complete the undergraduate degree requirements and the B.A. will be awarded by Gettysburg College at the end of the first year at Duke. Duke will award the professional degree of Master of Forestry or Master of Environmental Management to qualified candidates at the end of the second year.



Candidates for the program should indicate to our admissions office that they wish to apply for the forestry and environmental studies curriculum. At the end of the first semester of the third year, the College will recommend qualified students for admission to the Duke School of the Environment. No application need be made to the School before that time. During the first semester of the junior year at Gettysburg, the student must file with the Office of the Dean of Academic Advising a petition for off-campus study during the senior year. All applicants are urged to take the verbal and quantitative aptitude tests of the Graduate Record Examination in October or December of their junior year.

The major program emphases at Duke are 1) Ecotoxicology and Environmental Chemistry; 2) Resource Ecology; 3) Water and Air Resources; and 4) Resource Economics and Policy. Programs, however, can be tailored with other individual emphases. An

undergraduate major in one of the natural or social sciences, management, or pre-engineering is good preparation for the programs at Duke, but students with other undergraduate concentrations will be considered for admission. All students contemplating this cooperative program should take at least one year of courses in each of the following: biology, mathematics (including calculus), economics, statistics, and computer science. In addition, organic chemistry is a prerequisite for the Ecotoxicology program and ecology for the Resource Ecology program. Please note that this is a competitive program and students are expected to have good quantitative analysis and writing skills.

Students begin the program at Duke in late August and must complete a total of 48 units, including a Master's degree project, which generally takes four semesters.

Some students may prefer to complete the Bachelor's degree before undertaking graduate study at Duke. The Master's degree requirements for these students are the same as those for students entering after the junior year. All credit reductions are determined individually and consider both the student's educational background and objectives.

Preprofessional Studies

Prelaw Preparation Students planning a career in law should develop the ability to think logically, analyze critically, and to express verbal and written ideas clearly. In addition, the prospective law student needs a wide range of critical understanding of human institutions. These qualities are not found exclusively in any one field of study. They can be developed in a broad variety of academic majors. It should be noted that a strong academic record is required for admission to law school.

The College has a prelaw adviser to assist and advise students in their consideration of the legal profession and to aid them in gaining admission to law school. A brochure is available through the Office of Admissions and the Office of the Provost that describes prelaw preparation at Gettysburg. Students planning a career in law should review this brochure.

Preparation for Health

Professions The Gettysburg College curriculum provides the opportunity, within a liberal arts framework, for students to complete the requirements for admission to professional schools of medicine, dentistry, and veterinary medicine, as well as several allied health schools. Students considering a career in one of these fields are advised to schedule their courses

carefully, not only to meet the admission requirements for the professional schools, but also to provide for other career options in the event that their original choices are altered. The following courses will meet the minimal entrance requirements for most medical, dental, or veterinary schools: Biology 101, 112; Chemistry 111, 112; Chemistry 203, 204; Math 111 and 112 (for schools requiring a year of mathematics) or Math 111, 112 (for schools requiring a semester of mathematics); Physics 111, 112; two or three courses in English; and a foreign language through the intermediate level. Math 105-106 may be substituted for Math 111 in any of the mathematics requirements. Since completion of these courses will also give the student minimum preparation for taking the national admissions examinations for entrance to medical, dental, or veterinary school, it is advisable to have completed or be enrolled in these courses by the spring of the junior year when the tests ordinarily are taken. While most students who seek recommendation for admission to health professions' schools major in either biology or chemistry, the requirements can be met by majors in most other subjects with careful planning of a student's program. Premedical students are encouraged to choose electives in the humanities and social sciences and to plan their programs in consultation with their major advisers or a member of the Premedical Committee.



All recommendations for admission to health professions' schools are made by the Premedical Committee, normally at the end of the junior year. Students seeking admission to these professional schools must also take one of the following national admissions examinations: MCAT (medical), DAT (dental), VMAT or GRE (veterinary) or OAT (optometry). The Premedical Committee is composed of members from the Departments of Biology, Chemistry, Physics, and Psychology with the Dean of First Year Students acting as chairperson. Because of the competition for admission to medical school, the Premedical

Committee recommends that a student maintain a high accumulative average (near 3.50) overall and in medical school required courses. Generally, students with a competitive accumulative average and a competitive score on the MCAT gain an interview at one or more medical schools.

The Premedical Committee has prepared a brochure about preparation at Gettysburg for the health professions. It is available from the admissions office and the Dean of First Year Students. Students interested in the health professions should obtain this brochure.

Hahnemann University's Graduate School of Physical Therapy will offer early acceptance (fall of the senior year) to students from Gettysburg College who meet the criteria for admission into the Entry-Level Masters Degree Program. Students may major in any department, although a major in Biology or Health and Physical Education is most common. Regardless of major, eight science courses in three different departments (Biology, Chemistry and Physics) are required. Students who are eligible for early admission to the program will be recommended by the Premedical Committee at Gettysburg College and are required to interview at Hahnemann University during the fall semester of the senior year.

See also information about the College's Cooperative Programs in Nursing with Johns Hopkins University and in Optometry with Pennsylvania College of Optometry on page 52.

A student group, the Pre-Health Professions Society, holds periodic meetings to explain requirements for admission to health professions schools and to bring representatives of these schools to campus to talk to students. In the office of the Dean of First Year Students is a collection of materials about the health professions. It includes information about admissions requirements, guidebooks on preparing for national admissions examinations, catalogues from

many health professions schools, and reference materials on fields such as medicine, dentistry, veterinary science, optometry, pharmacy, podiatry, physical therapy, public health, and health care administration.

Army Reserve Officers Training Program An Army ROTC program is conducted by the Department of Military Science at Mount Saint Mary's College, Emmitsburg, Maryland. The Military Science Department offers programs towards commissioning as a Second Lieutenant. Students already enrolled in the Army ROTC program previously offered at Gettysburg may complete this program at Mount Saint Mary's College.

Senior Honors

The College awards the following honors to members of the graduating class. These senior honors are intended for students with four years' residence at Gettysburg College; grade point average computations are based on four years' performance.

1. Valedictorian -- to the senior with the highest accumulative average.
2. Salutatorian -- to the senior with the second highest accumulative average.
3. Summa Cum Laude -- to those seniors who have an accumulative average of 3.750 or higher.
4. Magna Cum Laude -- to those seniors who have an accumulative average of 3.500 through 3.749.
5. Cum Laude -- to those seniors who have an accumulative average of 3.300 through 3.499.

The Academic Standing Committee may grant the above honors to students with transfer credit if they have satisfied the conditions of the honor during at least two years in residence at Gettysburg College and have presented excellent transfer grades.

In addition to the above, departments may award Departmental Honors for graduating seniors based upon their academic performance in a major field of study. Departmental Honors are awarded to transfer students on the same terms as to other students since the computation for this award is not necessarily based on four years in residence at Gettysburg College.

Deans' Lists

The names of those students who attain an average of 3.600 or higher in either semester are placed on the Deans' Honor List in recognition of their academic achievements. Also, those students who attain an average from 3.300 to 3.599 are placed on the Deans' Commendation List. To be eligible for these honors, students must take a full course load of at least four courses, with no more than one course taken under the S/U grading option during that semester (except for students taking the Education Term who may take two courses S/U). First year students who attain an average of 3.000 to 3.299 are placed on a First Year Recognition List for commendable academic performance in their first or second semester.



Phi Beta Kappa

Phi Beta Kappa, founded in 1776, is the oldest Greek-letter society in America and exists to promote liberal learning, to recognize academic excellence, and to support and encourage scholars in their work. The Gettysburg College chapter was chartered in 1923 and is today one of 242 Phi Beta Kappa chapters in American colleges and universities, nineteen of which are in Pennsylvania. The Gettysburg chapter elects to membership about 5 to 10% of the senior class, who

have distinguished academic records, and exhibit high moral character and intellectual curiosity. Election to Phi Beta Kappa is perhaps the most widely recognized academic distinction in American higher education.

Prizes and Awards

The following prizes recognize outstanding scholarship and achievement. They are awarded at a Fall Honors Program in October or a Spring Honors Convocation held in April or May. Grades earned in required courses in physical education are not considered in computations for prizes or awards. Transfer students are eligible for prizes and awards.

Endowed Funds

Betty M. Barnes Memorial Award in Biology:

The income from a fund, established by Dr. and Mrs. Rodger W. Baier, is awarded to a senior student with high academic ability preparing for a career in biology or medicine.

Baum Mathematical Prize:

The income from a fund contributed by Dr. Charles Baum (1874) is given to the sophomore showing the greatest proficiency in mathematics.

John Edgar Baublitz Pi Lambda Sigma Awards:

The income from a fund initiated by John Eberhardt Baublitz in honor of his father, John Edgar Baublitz (1929), who was the first president of the Gamma chapter of Pi Lambda Sigma, is given annually to a senior major in economics, a senior major in management, and a senior major in political science.

Anna Marie Buddé Award:

The income from a bequest from Anna Marie Buddé, Instructor and Assistant Professor of Voice (1953-1972), is given to the outstanding sophomore voice student.

Romeo M. Capozzi Gettysburg College Athletic Training Room Award:

The income from a bequest from Rose Ann Capozzi in memory of her late husband, Romeo M. Capozzi, is given to the student who has demonstrated the greatest degree of proficiency in Athletic Training Room techniques.



Oscar W. Carlson Memorial Award:

The income from a fund contributed by the family of Oscar W. Carlson (1921) is given to a senior who demonstrates excellent academic achievement through his or her junior year in three or more courses in the Department of Religion, including two courses above the 100 level.

John M. Colestock Student Leadership Award:

The award, contributed by family and friends, is given to two senior students whose optimism, enthusiasm, and strength of character have provided exceptional leadership in student affairs.

Malcolm R. Dougherty Mathematical Award:

The income from a fund contributed by the Columbian Cutlery Company, Reading, Pa., in memory of Malcolm R. Dougherty (1942), is awarded to the sophomore who during his or her first year of college had the highest average in mathematics and who is working to earn part of his or her college expenses.

Margaret E. Fisher Memorial

Scholarship Award: The income from a fund contributed by Dr. Nelson F. Fisher (1918) in memory of his mother, is awarded to two students who excel in one or more major sports and who achieve the highest academic average among winners of varsity letters.

Lena S. Fortenbaugh Memorial Prize:

The income from a fund established by the children of Lena S. Fortenbaugh (M.A. 1925) and Robert Fortenbaugh (1913), Professor of History at the College from 1923-1959, is awarded to the senior selected by the German Department on the basis of outstanding achievement in the study of German language and culture.

Holly Gabriel Memorial Award:

A fund established by the friends and classmates of Holly Gabriel (1978) provides a memento and notation on a plaque in the office of the Sociology and Anthropology Department to a senior sociology major, selected by the department, who demonstrates superior academic achievement, concern for the welfare of others, and the intent to continue this service beyond graduation.

Samuel Garver Greek Prize:

The income from a fund, contributed by the Rev. Austin S. Garver (1869) in memory of his father, is awarded to the student who has made the greatest progress in Greek during the first year of college.

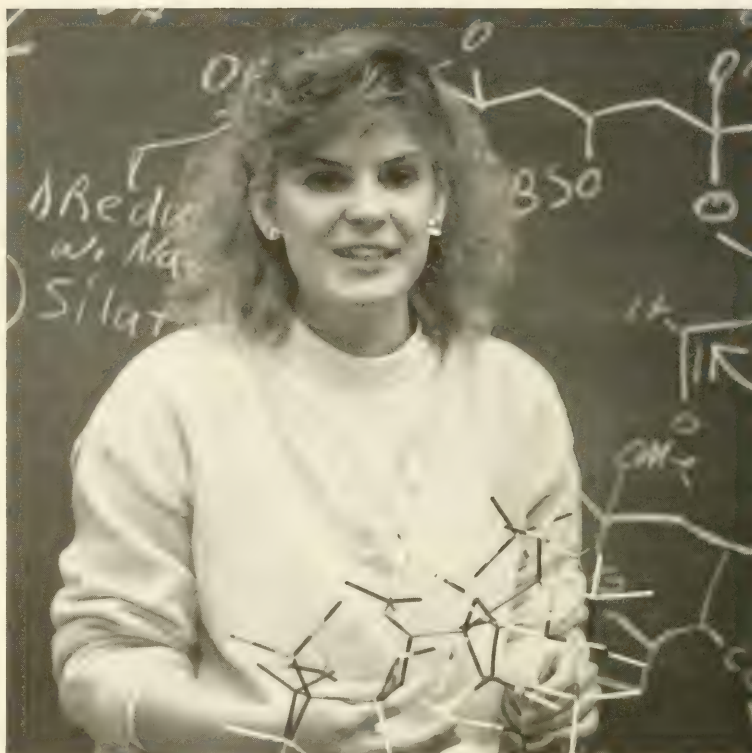
Samuel Garver Latin Prize: The income from a fund, contributed by the Rev. Austin S. Garver (1869) in memory of his father, is awarded to the student who has made the greatest progress in Latin during the first year of college.

Graeff English Prize: The income from a fund established in 1866 is awarded to a senior selected by the English Department on the basis of outstanding achievement in the work of that department.

David H. Greenlaw Memorial Prize: The income from a fund contributed by Mr. and Mrs. Ralph W. Greenlaw in memory of their son, David H. Greenlaw (1966), is awarded to the student who has offered exceptional contributions to the College's theatre program.

Edwin T. Greninger Award in History: The income from a fund contributed by Edwin T. Greninger (1941) and a certificate are awarded to a student selected by the History Department on the basis of the quality of the student's paper written for any of the courses in the department.

John Alfred Hamme Awards: Two awards, established by John Alfred Hamme (1918), are given to the two juniors who have demonstrated in the highest degree the qualities of loyalty, kindness, courtesy, true democracy, and leadership.



Dr. Carl Arnold Hanson, President Emeritus, Leadership Award: The income from a fund contributed by his wife, Anne Keet Hanson, friends and alumni, in honor of Dr. Carl Arnold Hanson, President of Gettysburg College from 1961-1977, is awarded to a student who has achieved at least a 3.0 average in his or her major through the middle of the junior year and has demonstrated significant leadership abilities in one or more areas of college life as determined by the faculty.

Henry W. A. Hanson Scholarship Foundation Award: The income from a fund contributed by College alumni in honor of Henry W. A. Hanson, and in recognition of his leadership of and distinguished service to Gettysburg College and to the cause of education in the Lutheran Church and the nation, is awarded to a senior who plans to enter graduate school in preparation for college teaching. The student must have taken the Graduate Record Examination. If the senior chosen

cannot accept, the next qualified candidate is eligible, and if no member of the senior class is chosen, a committee may select a member of a previous class.

Harry C. and Catherine Noffsinger Hartzell Award: The income from a fund, contributed by James Hamilton Hartzell (1924) in memory of his parents, is awarded to the outstanding junior student in the Department of Sociology and Anthropology. The selection of co-recipients may be made at the discretion of the Department.

James Boyd Hartzell Memorial Award: The income from a fund contributed by James Hamilton Hartzell (1924) and his wife, Lucretia Irvine Boyd Hartzell, is awarded to a junior student majoring in economics or in management for outstanding scholarship and promise in these fields. The selection of co-recipients may be made at the discretion of the Departments of Economics and Management.

James Hamilton and Lucretia Irvine Boyd Hartzell Award: The income from a fund contributed by James Hamilton Hartzell (1924) and his wife is awarded to a sophomore student for outstanding scholarship and promise in the field of history. The selection of co-recipients may be made at the discretion of the History Department.

Mildred H. Hartzell Prize: The income from a bequest from Mildred H. Hartzell (1926) is awarded to a student who shows high quality in more than scholarship, with preference being given to a member of Alpha Phi Omega, the national service fraternity, or other such organizations as may reflect similar quality and ideals.

Hassler Latin Prize: The income from a fund contributed by Charles W. Hassler is awarded to the best Latin student in the junior class.

John A. Hauser Meritorious Prize in Business: The income from a fund contributed by the family of John A. Hauser is awarded to an outstanding Management major who has achieved excellence in both academic studies and campus leadership while demonstrating good character and concern for high moral standards.

The Grace C. Kenney Award: The income from a fund contributed by Grace C. Kenney, an educator for 39 years at Gettysburg College, is given to a junior or senior student selected by the combined staff of the Health and Physical Education Department and the athletic programs. First preference will be given to a student who has participated in health and physical education studies, intramural or athletic programs, and has demonstrated the highest academic accomplishments and leadership skills.



Rev. George N. Lauffer (1899) and M. Naomi Lauffer (1898) Scholarship Award: The income from a fund is given each year to a junior who has maintained high scholarship and who evidences outstanding ability and character. It is understood that the recipient will complete the senior year at Gettysburg College.

Mr. and Mrs. William H. MacCartney Scholarship Award: The income from a fund established by Michael Alan Berk and Kerry MacCartney Berk (1975) is given to a student on the basis of academic excellence, initiative shown in a work-study program, and contributions to the College through leadership in campus activities.

J. Andrew Marsh Memorial Awards: The income from the fund is presented each year to the sophomore and junior students of Gettysburg College who best exemplify the "whole person" concept through positive attitude, exceptional spirit, high standards, and notable achievement, both

curricular and extracurricular. Priority is given to candidates in the Army ROTC program.

Military Memorial Prize: The income from a fund contributed by alumni and friends of the College is awarded to the student who has attained the highest standing in the advanced course of the Reserve Officers Training Corps.

Miller First Year Prize in Physics: The income from a fund contributed by alumni and friends of the College in memory of George R. Miller (1919) is awarded to a sophomore for outstanding performance in physics as a first year student. The selection of the recipient may be made at the discretion of the Physics Department.

Miller Senior Prize in Physics: The income from a fund contributed by alumni and friends of the College in memory of George R. Miller (1919) is awarded to a senior for sustained outstanding performance in physics. The selection of the recipient may be made at the discretion of the Physics Department.

Franklin Moore Award: The income from a fund contributed by the friends of Mr. Moore is given to the senior who, during his or her



undergraduate years, has shown the highest degree of good citizenship and, by character, industry, enterprise, initiative, and activities, has contributed the most toward campus morale and the prestige of the College.

Muhlenberg First Year Prize: The income from a fund given by Dr. Frederick A. Muhlenberg (1836) is awarded to the first year student taking Greek or Latin who attains the highest general quality point average.

Muhlenberg Goodwill Prize: A certificate is awarded to two senior students "For growth during formative years at Gettysburg College in awareness of personal responsibility for the welfare of all peoples; for a degree of achievement in same during College years and in the hope of future accomplishment for betterment of Community, State and Nation."

William F. Muhlenberg Award: The income from a fund is awarded to two juniors on the basis of character, scholarship, and proficiency in campus activities.

Nicholas Bible Prize: The income from a fund contributed by the Rev. Dr. J. C. Nicholas (1894) is awarded to the senior who has done the best work in advanced courses in religion.

Clair B. Noerr Memorial Award: An inscribed medal established by Constance Noerr (1958) in memory of her father is awarded to two seniors on the basis of proficiency in athletics, scholarship, and character.

Dr. John W. Ostrom Composition Awards: The income from a fund contributed by Dr. John W. Ostrom (1926) is awarded to the student who achieves excellence and demonstrates the greatest improvement in first year composition (English 101), and to the student who achieves excellence and demonstrates the greatest improvement in advanced composition (English 201).

Dr. John W. Ostrom English Award: The income from a fund contributed by Dr. John W. Ostrom (1926) is awarded to the student who has, in the judgment of the members of the Department of English, written the best expository essay for an upper-level English course.



Vivian Wickey Otto Award: An award contributed by Vivian Wickey Otto (1946) through the Woman's General League of Gettysburg College is given to a student at the end of his or her junior year who plans to enter full-time Christian service work.

Keith Pappas Memorial Award: Notation on a plaque in the Office of the Dean of College Life and a certificate is given annually as a memorial to Keith Pappas (1974), an honors graduate who made an extraordinary contribution to the life of this College and its people. This award is to be given to a current student who most significantly affects the College community through the quality of his or her participation in its functions and whose divergent contributions give form to what is called Gettysburg College.

Jeffrey Pierce Memorial Award: The income from a memorial fund established in honor of Jeffrey Pierce (1971) is awarded annually

to the two seniors who, in the judgment of the History Department, have reached the highest level of achievement in the field of history.

Martha Ellen Sachs Prize: The income from a fund contributed by John E. Haas in memory of his aunt, a Lecturer at the College, is awarded to a student exhibiting excellence in English composition, with consideration given to improvement made during the year.

The Captain Michael D. Scotton (1982) Award: The income from a fund established by David R. and Sally R. Scotton, parents of Michael D. Scotton, is awarded to an ROTC junior cadet who demonstrates extracurricular and academic achievement and attributes for an Army Officer's commission.

Stine Chemistry Prize: The income from a fund contributed by Dr. Charles M. A. Stine (1901) is awarded to a senior chemistry major on the basis of grades in chemistry, laboratory technique, personality, general improvement in four years, and proficiency in chemistry at the time of selection.

Earl Kresge Stock Writing Prizes: The income from a fund contributed by Earl Kresge Stock (1919) is awarded to the three students who write the classroom papers judged best in the areas of the humanities, the sciences, and the social sciences.

Samuel P. Weaver Scholarship

Foundation Prizes: Prizes established by Samuel P. Weaver (1904) are awarded to the two students writing the best essays on an assigned topic in the field of constitutional law and government.

Earl E. Ziegler Junior Mathematics

Award: The income from a fund contributed by Phi Delta Theta Alumni is given in honor of Earl E. Ziegler, Associate Professor of Mathematics at Gettysburg College from 1935-1968, to the student who is majoring in mathematics and has the highest average in mathematics through the middle of the junior year.

Earl E. Ziegler Senior Mathematics

Award: The income from a contribution by Earl E. Ziegler, Associate Professor of Mathematics at Gettysburg College from 1935-1968, is awarded to the mathematics major who has achieved the highest average in mathematics through the middle of the senior year.

Edwin and Leander M. Zimmerman

Senior Prize: The income from a fund is given to the senior whose character, influence on students, and scholarship have contributed most to the welfare of the College.

John B. Zinn Chemistry Research Award:

The income from a fund contributed by Frances and John Zinn in honor of John B. Zinn

(1909), who was Professor of Chemistry at the College from 1924-1959, is awarded to the senior making the greatest contributions in his or her own research in chemistry and to the research activities of the Chemistry Department.

Unendowed Awards*Charles W. Beachem Athletic Award:*

The Physical Education Department presents a trophy in memory of Charles W. Beachem (1925), the first alumni secretary of the College. Based on character, scholarship, and athletic achievement, the award is given to a senior student.

Beta Beta Beta Junior Award: This award is given to a junior Biology major who has become an active member of Beta Beta Beta. The award is based on scholarship, character, and attitude in the biological sciences.

Beta Beta Beta Senior Award: This award is given to a senior Biology major who has demonstrated academic excellence in the biological sciences. The award is based on scholarship, character, and an active participation in the Rho Chapter of Beta Beta Beta.

C. E. Bilheimer Award: Notation on a plaque and a memento are given to the senior major in health and physical education with the highest academic average.

Esther Brandt Chemistry or Biology

Award: An award contributed by Mr. and Mrs. Walter Brandt and Ms. Loel Rosenberry in honor of Esther Brandt is given to a junior or a senior who has demonstrated academic excellence through the highest grade point average in the declared major of Chemistry or Biology.

Archie and Flo Butler English Award:

An award contributed by Mr. and Mrs. Walter Brandt and Ms. Loel Rosenberry in honor of Archie and Flo Butler is given to a junior or senior with a declared English major who has demonstrated academic excellence through the highest grade point average in English.

College President's Award: Military

Science: An engraved desk writing set is awarded to the outstanding senior in the Army ROTC program chosen on the basis of academic excellence, military performance, especially leadership ability, character, industry and initiative, and participation in activities.

Delta Phi Alpha Prize: A book on German culture is awarded to the outstanding student for the year in the German Department.

Anthony di Palma Memorial Award:

An award established by the family of Anthony di Palma (1956) provides a book to the junior having the highest marks in history. Other things being equal, preference is given to a member of Sigma Chi fraternity.

Julius Eno Physics Prize: An award contributed by Julius Eno, Jr. is awarded to the outstanding junior majoring in physics.

French Cultural Counselor's Award: A book presented by the Cultural Counselor of the French Embassy is awarded to a senior for outstanding achievement in French.

R. M. Hoffman Family Award: An award in memory of Gettysburg businessman R. M. Hoffman is given to an outstanding student in the Economics Department and to an outstanding student in the Management Department.

Frank H. Kramer Award: The award is given by Phi Delta Theta Fraternity, in memory of a former Professor of Education, to a senior for the excellence of his or her work in the Department of Education.

Pennsylvania Institute of Certified Public Accountants Award: This award, sponsored by the Pennsylvania Institute of Certified Public Accountants, is presented to a senior selected by the faculty of the Management Department who has demonstrated excellence in the area of accounting and who, by participation in campus activities, shows qualities of leadership. Eligibility for this award is based on the satisfactory completion of a substantial number of accounting courses.

Psi Chi Award: The award is given to a senior psychology major, in the spring of his or her senior year, who shows promise in the field of psychological endeavor. Other things being equal, preference is given to a member of Psi Chi.

Psi Chi Junior Award: An award is given to a senior psychology major who has displayed outstanding potential and initiative throughout his or her junior year.

Society for Collegiate Journalists Award: An award is presented to a student who has done outstanding work on the College newspaper or literary magazine or with the radio station.

Dr. George W. Stoner Award: The income from a fund is awarded to a worthy senior accepted by a recognized medical college.

Sigma Alpha Iota College Honor Award: Sigma Alpha Iota, an international music fraternity, gives an award each year to a student in the local chapter who has exemplified the highest musical, scholastic, and ethical standards, whatever the class standing. Contributions to the local chapter of Sigma Alpha Iota and participation in Music Department activities are important criteria for selection.

Sigma Alpha Iota Honor Certificate: Sigma Alpha Iota annually awards in each chapter an honor certificate to the graduating senior who holds the highest academic average among music majors.

Student Life Council Award: A citation is awarded to a student in recognition of the quiet influence he or she has exerted for the improvement of the campus community.

Wall Street Journal Student Achievement Award: The award of a paperweight and a year's subscription to the *Wall Street Journal* is presented to a senior in the Department of Economics and to a senior in the Department of Management who have shown outstanding academic achievement in the study of finance and economics.

Charles R. Wolfe Memorial Award: An award is given by Alpha Xi Delta to a graduating senior on the basis of scholarly endeavor, warmth of personality, and dedication to the College.

Marion Zulauf Poetry Prize: The income from a fund established at The Academy of American Poets by Sander Zulauf (1968) in memory of his mother is presented annually to that student who writes the winning entry in a poetry contest sponsored by the Department of English.





GETTYSBURG

Courses
of Study

Each year the registrar's office issues a listing of courses to be taught during the fall and spring semesters and the times they will be taught. Students should consult this announcement of courses to obtain the most current information about course offerings since the College does not offer every course listed in the following pages each year.

Usually, courses numbered 100-199 are at a beginning level. Intermediate courses are numbered 200-299. Courses numbered 300-399 are at an upperclass level. Courses numbered 400 and above are advanced seminars, internships, and individualized study.

Courses which are listed with two numbers, e.g., Biology 101,102, span two semesters. For courses separated by a hyphen, the first numbered course must be taken as a prerequisite for the second. Where the two numbers are separated by a comma, either of the semesters of the course may be taken independently of the other.

The College and distribution requirements for the degree are listed on page 24 and for a B.S. in Music Education on page 41. Courses to meet the distribution requirements are offered in various departments.

Following is a listing of the courses that satisfy each of the distribution requirements. The department introductions and course listings on the following pages indicate to a greater degree the specific courses which fulfill certain requirements.

Requirements Courses that fulfill the requirement

Writing Proficiency	English 101 (or exemption by examination).
First Year Colloquy	First Year Colloquy (FC) 100, but taught by professors from various departments.
Foreign Language	French 201-202, 205, 206; German 202; Greek 202; Latin 202 or 203; Portuguese 202; Spanish 202, 205, 206.
Arts	Art (all courses in history and theory); English 205; Music 101 through 109, 141, 244, 313, 314 or four semesters of applied music instruction with departmental permission. Theatre Arts (all courses except ThA 214, 328, 329).

Health and
Physical Education Any HPE quarter course.

History/Philosophy Classics 121, 122; Greek 251; Latin 251; French 311, 312; German 211, 212, 213; Spanish 310, 311; IDS 206, 211, 227, 228; Latin American Studies 140; History (all courses except Hist 300); Philosophy (all courses).

Literature African American Studies 216; Classics 262, 264, 266; French, German, Greek, Latin and Spanish Literature, but not language or civilization courses; IDS 103,104, 235, 237, 238, 246, 247; English (all courses except Eng. 101, 201, 203, 205, 206, 208, 209, 305 and courses in speech and most theatre arts).
Theatre Arts 214, 328, 329.
Women's Studies 216, 217, 218, 219.

Natural Science Biology 101, 102 or 101, 112; Chemistry 101, 102 or 111, 112; Astronomy 101, 102; Physics 101, 102, 111, 112.

Religion (all 100- and 200-level courses)

Social Sciences Anthropology (all courses); Economics 103, 104; Political Science 101, 102, 103, 104; Psychology 101; Sociology (all courses except Sociology 302, 303).

Non-Western
Culture African American Studies 130, 216, 233; Anthropology (all courses except Anth 102); Art 227, 233, 234; Economics 326, 337, 338; French 331; Hist 221, 222, 224, 271, 272, 321; IDS 227, 228, 235, 237, 238, 276, 285, 288, 289; Political Science 263, 270, 271; Religion 108, 242, 245; Sociology 219; Women's Studies 218.

First Year Colloquy

Professor Donald W. Hinrichs, Director

This required seminar, which employs common requirements and content for all first year students, is designed to strengthen reasoning, writing, and speaking skills. Using a multi-disciplinary theme as a focus, students analyze readings, films, and other presentations through intensive writing and discussion. Previous themes for the Colloquy were "Social Justice," "Revolution," and "Knowing"; the current theme is "Trading Eyes: Exploring Alternative Visions."

Over 30 instructors from a wide variety of disciplines teach the Colloquy in sections of no more than 16 students each. Students take the Colloquy in either the fall or spring term.

African American Studies

African American Studies Program Advisory Council: Professors F.M. Chiteji (Coordinator), C. F. Emmons (Sociology), L. Diaz (Spanish), G.F. Fick (History), N. O. Forness (History), F. Michelman (French), S.R. Johnson (English), R.B. Winans (English).

African American studies is an interdepartmental program which focuses on an examination and analysis of African American experiences, institutions, and perspectives. (African American Studies is here broadly defined as the study of peoples of Africa and the African diaspora). Gettysburg College offers courses in African American studies for all students wishing to become aware of the history, cultures, and societies of Black people worldwide. These courses are offered by members of a variety of academic departments and taught by persons with interest and background in African American studies. Subject to the approval of the Coordinator of African American studies as a minor field of concentration.

African American studies emphasizes the social sciences and humanities, and may include a range of courses as well as opportunities for independent and off-campus study.

The College offers a minor field in African American studies. An African American studies minor consists of any six courses including African American studies 130. Students with a minor concentration in African

American studies are able to go to law school, medical school, and graduate school in varied disciplines, or may obtain employment in business, education, government, and social service organizations. Others may choose to maintain their involvement with African and American concerns and causes.

Courses suitable for an African American studies concentration are listed under many departmental offerings. A student wishing to have additional information on a minor in African American studies should consult Professor Frank M. Chiteji, Coordinator of African American Studies.

African American Studies Courses

130 Introduction to African American Studies

Considers the African American within the broader context of the African diaspora. Students are introduced to a broad range of themes in their historical context, from the African origin to the formation of African American societies and cultures in the African diaspora. Other themes include the enslavement of Africans, the rise and fall of slavocracy, and the era of the Civil Rights struggles. Fulfills the distribution requirement in non-western culture.

Mr. Chiteji

216 African American Literature An overview of African American literature, from the slave narrative to contemporary fiction. The course will focus on the ways that African American literature is both inside and outside the traditional canon of American literature. Students will look at how African American literature reflects the African American experience, and at different definitions of "black aesthetics." The course also includes such writers as Phyllis Wheatley, Frederick Douglas, Charles Waddell Chestnut, Nella Larsen, Zora Neale Hurston, Margaret Walker, Charles Johnson, and Toni Morrison. Fulfills the literature requirement.

Ms. Berg

233 Southern Africa: History, Conflict and Change

Introduces students to a dynamic and yet conflict-ridden part of the African continent. It also provides students with the historical context which would enable them to view the unfolding events in the region in their proper perspective. The course starts with the characteristics of the pre-colonial societies and the nature of their early contact with the European settlers in the seventeenth century, the triumph of the white immigrants over the indigenous Africans, the emergence of South Africa as a regional

economic power, and the social contradictions that have come to characterize what is now called the Republic of South Africa. A subject of special attention will be the internal and external opposition to racial oppression. Fulfills the distribution requirement in non-western culture.

Mr. Chiteji

History

233 Mission, Destiny and Dream in American History

An introduction to American history from the seventeenth century to the present by focusing upon the intertwining themes of the American people's belief in their unique mission and destiny in the world and their dream of creating a just and prosperous society. Students will probe the varying manifestations of these themes through major events and movements in American social, economic, and cultural life and in politics and diplomacy.

Mr. Forness

236 Urbanism in American History

An introduction to American history from the perspective of urbanism. Beginning with the colonial town and continuing to the megalopolis of the mid-twentieth century, students will investigate the nature of urban life and its influence upon the course of American development.

Mr. Forness

238 African American History Focuses on aspects of the African American experience from the seventeenth century to the present; special attention will be given to the slave experience; emancipation and reconstruction; racial attitudes; the northward migration of African Americans in the twentieth century; and the Civil Rights movement of the 1950's and 1960's.

Mr. Birkner

271, 272 African History and Society History 271 starts from the earliest evolution of humankind. The course examines the history of Africa through the millennia of the Stone Age to the rise of and decline of the states and societies of Africa in the ancient and medieval world. Students will also examine state formations, Africa's relationship to the world economy, and the European era of exploration, conquest and colonization. History 272 continues from the 1880's and the events and processes leading to decolonization and the post-colonial developments. Fulfills the distribution requirement in non-western culture.

Mr. Chiteji

335, 336 American Social and Cultural History

Traces America's major social, religious, artistic, and philosophical movements and their immediate and long-range impact on American life and culture. Beginning with the American Revolution, History 335 covers the period to the Civil War. History 336 continues from that period to the present. Not offered every year.

Mr. Forness

Economics

326 African Economic History Examines intensively Africa, using the framework of economic analysis and political economy to consider economic history, growth, and development within Africa.

Mr. Kallon

337 Introduction to Political Economy and the African Diaspora

Examines the origins and development of capitalism and the contribution of Third World people and minorities in the United States to the process and continued growth of capitalist development. It also examines current economic, social, and political issues as they relate to, and affect, Third World peoples. *Prerequisites:* Economics 103, 104.

Mr. Gondwe

338 Economic Development Examines the economic and non-economic factors accounting for the economic growth and development of less-developed areas of the world. Various theories of economic and social growth and development will be analyzed, and major policy issues will be discussed. *Prerequisites:* Economics 103, 104. Satisfies distribution requirement in non-Western Culture.

Mr. Gondwe

Political Science

263 The Politics of Developing Areas Introduction to the study of political underdevelopment, including approaches to Third World politics; the nature of traditional politics; disruptions caused by colonialism and imperialism; the reformation of domestic politics; contemporary political processes and problems. *Prerequisite:* PS 104 or permission of the instructor.

Mr. Gaenslen

Religion

140 Religion and Politics in the Twentieth Century U.S. A survey of the relationship between religion and public life since 1900. Emphasis will be on the constitutional framework which guides the church-state debate, and on efforts to use religion to influence political policies and social values. Supreme

Court decisions, Martin Luther King, Jr. and the Civil Rights Movement, the Catholic Worker Movement, and the Moral Majority will be included.

Mr. McTighe

223 Religions in the U.S. An investigation of the religious history of the American people from the seventeenth century to the present. This course will focus upon the varieties of American religious experiences. It will explore the Protestant, Roman Catholic, and Jewish traditions along with indigenous movements such as Mormonism and Christian Science.

Mr. McTighe

224 The Religions of Black Americans An examination of the religious traditions of Black Americans from "slave religion" to the present. The course will concentrate on the religious beliefs of African Americans and the ways those beliefs have been used to develop strategies to achieve freedom and justice. The general approach of the course will be historical. Among the subjects to be covered will be the influence of African religion, African American religious nationalism, Pentecostalism, spirituals and gospel music, and the Civil Rights Movement. To be offered in alternate years.

Mr. McTighe

321 Martin Luther King, Jr. Half-credit course. An examination of the religious thought and civil rights activity of Martin Luther King, Jr. The course will investigate the religious sources and effectiveness of King's strategy of nonviolent resistance. King's major civil rights campaigns, his protest against the Vietnam War, and his work for economic justice will be evaluated. Special attention will be paid to the theology which provides the foundation for King's work.

Prerequisite: One course in a related subject (such as Religion 140, Religion 224, or an African American Studies course), or permission of the instructor.

Mr. McTighe

Sociology

209 Racial and Ethnic Relations Comprehensive study of ethnic and minority relations. Theoretical perspectives include immigration and assimilation, prejudice and discrimination, and the structure of the ethnic community. The study of African American, European immigrant, and Asian American communities is emphasized. *Prerequisite:* Sociology 101.

Mr. Emmons

Art

Professor Paulson (*Chairperson*)

Associate Professor Agard

Assistant Professor Trevelyan

Instructor Small

Adjunct Professor Annis

Adjunct Instructors Chapman-Ainge, Hanley, Ramos, and Winship

Overview

The art department has the following major objectives: (1) to educate the visual sensibilities beyond the routine responses, toward an awareness of the visual environment around us, as well as cognition of works of art as the living past; (2) to study the historical cultural significance and aesthetic structure of architecture, painting, and sculpture, and the enduring dialogue between continuity and change; (3) to teach the history of art and the practice of art as separate-but-interrelated disciplines; (4) to provide the interested major with a curriculum which will give him or her a foundation for graduate or professional study leading to a career in high school or college teaching, to commercial art and industrial design, or as a professional painter, sculptor, or printmaker.

The department offers to prospective majors a flexible program of study in interrelated studio and art history courses. It encourages students from disciplines other than art to select from both types of courses.

Requirements and Recommendations

Requirements for students concentrating in studio art are as follows.

- 1) Art 141, 145, 146, 120, and either 210, 322, 335, or 318.
- 2) At least one course each in painting, printmaking, and sculpture.
- 3) Additional courses in at least two of the three disciplines listed in #2, or photography.
- 4) A minimum of two additional courses in the area of history and/or theory of art, 111 and 112. Students are encouraged to take additional courses in the discipline of their special interest and competence.
- 5) Participation in the senior show at the end of the second semester of the senior year.

Students intending to concentrate in studio art are advised to take the following courses.

- A) Art 141 and 145 in their first year of college if their interests will lead to an emphasis in painting and printmaking.

- B) Art 141, 145, and 146 in their first year of college if their interests will lead to an emphasis in sculpture/painting or sculpture/printmaking.
- C) Art 120 and 210 or 322 or 335 in the first year of college or sophomore year.

Requirements for majors concentrating in the history of art are as follows.

- 1) Art 120 and a minimum of eight additional courses in art history. These courses must include at least two (2) 300-level courses and Art 400. They will be selected by the student in consultation with the adviser, in order to meet his or her projected needs and to construct a coherent program.
- 2) Two basic studio courses in order to sharpen visual perception and foster an understanding of visual structure.

Students intending to concentrate in the history of art should take Art 111, 112, and 120 in the first year of college.

Students interested in minoring in studio art are advised to take the following courses.

- 1) Four studio courses.
- 2) Two art history and/or theory of art courses.

Students interested in minoring in art history are advised to take the following courses.

- 1) Art 120.
- 2) Three additional art history and/or theory of art courses.
- 3) One 100-level studio course.
- 4) One 200-level studio course.

N. B. Students minoring in either art history and/or theory of art or studio art should be reminded that no more than two 100-level courses are acceptable to fulfill the College's requirements for a minor.

Distribution Requirements

Any course in the area of history and theory of art may be counted toward the distribution requirement in arts.

Special Facilities

The new 1,660 sq. foot Schmucker Hall Art Gallery displays over ten different exhibitions each year. Included in the gallery calendar are works by professional artists, a faculty show, a student show, several senior art major shows, and numerous theme and specially funded exhibitions.

A collection of approximately 45,000 color slides supports the teaching of art history and studio classes. Available to students is a corresponding collection of 20,000 opaque color reproductions of architecture, painting, and sculpture. Art museums in Washington, D.C., Baltimore, and Philadelphia, as well as art exhibits at the College, make possible the necessary contact with original works of art.

The department has presses for relief, surface, and intaglio printmaking. For sculpture it has both gas and electric welding equipment, air power tools for working in wood, stone, and plastic, a small foundry for bronze casting, and heavy lifting beams and hoists.

History and Theory of Art

111, 112 Ideas and Events Behind the Arts

Introductory study of the visual arts from prehistoric times to the nineteenth century. Class will examine reasons for changes in the content, form, and function of two-dimensional and three-dimensional art. Exercises in visual analysis of individual works develop critical methods. Fulfills distribution requirement. Juniors and seniors only by permission of the instructor.

Staff

120 Theory of the Visual Arts

A course to give the liberal arts student a basic approach to visual experience. Class examines factors which relate to the making of art, functions of art, and viewer relationships with art including methods of analysis. In addition to class lectures and discussions, sessions of hand-on experience assist students in understanding the processes of making visual imagery. Fulfills distribution requirement in the arts. Juniors and seniors only by permission of the instructor.

Ms. Small

201 Arts of Ancient Greece and Rome

An introduction to the painting, sculpture, and architecture of the classical world, focusing on cultural and intellectual differences between the people of these two civilizations as reflected in the arts of both. Fulfills distribution requirement in the arts. Juniors and seniors only by permission of the instructor.

Ms. Trevelyan

202 Arts of the Middle Ages

Survey of the arts of the Medieval period and their development from the Roman catacomb through the

high Gothic cathedral. Analysis of art as a reflection of changing political and social conditions in Europe, with particular emphasis on liturgical arts in the Middle Ages. Fulfills distribution requirement. Recommended prior course: Art 111 or Art 201.

Mr. Ramos

205 The Arts of Northern Europe: A.D.1350-1575

A study which places emphasis on the relationship between painting and the changing social, political and philosophical climate of France and England in the eighteenth and nineteenth centuries and in the web of ties between the two countries. Alternate years. Fulfills distribution requirement in the arts. *Prerequisite:* Art 111 or Art 112 or Art 120 or Art 201 or permission of the instructor.

Ms. Small

206 European Painting 1700-1900

Introduction to eighteenth century painters in Italy, France, and England and their relationship to the Enlightenment. Major emphasis on the evolution of painting in France during the nineteenth century in relation to the changing social, political, and philosophical climate. Special attention will be given to impressionism and postimpressionism. Alternate years. Fulfills distribution requirement in the arts. *Prerequisite:* Art 111 or Art 112 or Art 120 or Art 201 or permission of the instructor.

Ms. Small

210 Twentieth Century European Painting

Study of the schools and critical writings surrounding the major figures. Such movements as Art Nouveau, Nabis, Fauvism, Cubism, Futurism, German Expressionism, De Stijl, Dada, and Surrealism will be considered. Fulfills distribution requirement in the arts. Recommended prior courses: Art 111 or Art 112 or Art 120.

Ms. Small

215 German Art from Middle Ages to Today

(See description for Fall Semester in Cologne, Germany under Department of German.)

221 Eighteenth and Nineteenth Century American Painting

Survey of American painting from the Colonial Period to 1900, studied in relationship to developments in Europe, and with emphasis on the response of art to the changing social and technological environment in America. Alternate years. Fulfills the distribution requirement in the arts.

Ms. Small

227 Arts of the First Nations of North America

A survey of the arts created by the original inhabitants of North America, emphasizing the cultural and religious traditions that formed the basis for most of it. Emphasis will be on developing an understanding and appreciation of the fundamental differences between the arts and cultures of native people and those of modern Western cultures, as well as aspects of similarity. The arts and people of every major geographical region in North America will be examined. Fulfills the distribution requirement in the arts and the distribution requirement in non-Western culture.

Ms. Trevelyan

303 Painting, Sculpture and Architecture in the Italian Renaissance

A survey of the visual arts during the centuries that in many ways mark the boundary between the ancient world and the modern one. The course will approach the arts of the period from this perspective. Many of the artists and monuments included are traditionally acknowledged to be among the finest in the history of art, including the works of Michelangelo, Leonardo da Vinci, Raphael, and Titian. A secondary focus of the course will be to question and explore the reasons why the art of this period is so acclaimed. Fulfills distribution requirement in the arts. *Prerequisite:* Art 111 or Art 112 or Art 201 or permission of the instructor.

Ms. Trevelyan

307 The Mannerist and Baroque Periods in European Art

A study of painting, sculpture, and architecture in Europe from the first decades after the Reformation through their transformation under the impact of the Counter Reformation. Artistic developments in Italy will be discussed as well as allied approaches in northern Europe and Spain. The works of some of the world's best known artists will be examined—including Bernini, Caravaggio, Rubens, Rembrandt, Vermeer, El Greco, Velasquez, and Poussin. Fulfills distribution requirement in the arts. *Prerequisite:* Art 201 or any 100-level art history course or permission of instructor. Alternate years.

Ms. Trevelyan

317 History of Modern Architecture

Study of the character and development of modern architecture and the contributions of Sullivan, Wright, Gropius, and Corbusier toward creating new environments for contemporary society. Alternate years. Fulfills distribution requirement in the arts. *Prerequisite:* Art 111 or Art 112 or permission of the instructor.

322 Painting in America Since 1900

Survey of twentieth-century painting. Two basic themes of the course are the changing social role painting as America's self-image develops and the aesthetic role of the eclectic process. Fulfills the distribution requirement in the arts. Recommended prior course: History 132.

Ms. Small

335 History of Modern Sculpture

Study of the evolution of sculptural forms from the nineteenth century through the present decade with emphasis on the effects of science and technology on man's changing image of man and his universe. Alternate years. Fulfills the distribution requirement in the arts. *Prerequisite:* Art 111 or Art 112 or permission of the instructor. Recommended prior courses: History 317, History 318.

Mr. Paulson

400 Seminar

An advanced study of a specific issue in art history. Although the approach will vary to some extent according to the specific topic, common denominators will be a close examination and analysis of art objects and a thorough investigation of the historical and social background. Students will develop skills in advanced verbal and visual research, written and oral projects, and critiques. Topics will be selected according to interest in significant areas not otherwise covered in course offerings. Topics presently under consideration are: Ruskin and the Nineteenth Century, Influence of Japanese Prints on Western Painting, American Female Artists since 1945. Alternate years for one semester. *Prerequisites:* Minimum of three art history courses, at least one of which is a 300-level course, or permission of the instructors.

Ms. Trevelyan, Ms. Small

Studio Courses

The purpose of all studio courses is to sharpen the sense of sight; coordinate mind, hand, and eye; develop the ability to organize visual material; and to integrate the intuitive and rational into creative activity. Lectures accompany basic studio courses when necessary to relate theory and practice.

The Lora Qually Hicks memorial fund, established by family and friends in honor of Lora Qually Hicks (Class of 1971), provides funds for the purchase of works created by Gettysburg students.

141 Introduction to Drawing

An introductory course. Drawing from the model and controlled studio problems. Intended to promote coordination of the hand and the eye to achieve a degree of technical mastery over a variety of drawing tools. Emphasis will be placed on line quality, techniques of shading, negative-positive relationships, figure-ground relationships, form, structure, and an awareness of the total field. Offered fall semester only. Open to first year students and sophomores only.

Mr. Agard

145 Basic Design (two-dimensional)

An introductory course to help the student develop a capacity to think and work conceptually as well as perceptually, and to provide a basic discipline with which to organize a variety of materials into structural and expressive form. Open to first year students and sophomores only.

Mr. Agard

146 Basic Design (three dimensional)

An introductory course extending the basic disciplines of 141 into the third dimension. Projects introduce materials such as clay, plaster, wood, and metal. The intent of this course is to assist students in organizing three-dimensional forms. Open to first year students and sophomores only.

Mr. Paulson

251 Introduction to Painting

Development of a series of paintings according to a thematic image. Assigned problems are designed to introduce a variety of conceptual, procedural, and experimental possibilities. *Prerequisite:* Art 141 or permission of the instructor. Recommended prior course: Art 322.

Mr. Agard

252 Intermediate Painting

Development of unique and experimental techniques, procedures, images, presentations, and textural applications. A series of paintings is developed. Alternative concepts and methodology are discussed. Students are referred to works by artists who have related aesthetic interests. *Prerequisites:* Art 141 or permission of the instructor and Art 251.

Mr. Agard

255 Introductory Printmaking

An introductory course in printmaking. The creative process as conditioned and disciplined by the intaglio techniques. Discussion of past and contemporary

methods, and the study of original prints. *Prerequisites:* Art 141 or permission of the instructor.

Mr. Paulson

256 Printmaking

Also an introductory course in printmaking. Experimental work primarily concentrating on lithography, serigraphy, and cameo techniques.

Prerequisite: Art 141. Recommended course: Art 145.

Mr. Paulson

261 Introductory Sculpture

An introduction to the fundamentals of three-dimensional forms and modes of expression involving creative problems in the organization of space, mass, volume, line, and color. Correlated lectures and demonstrations will be used to acquaint the student with those aspects of sculptural history and theory relevant to studio projects. This course is intended for the general student as well as the art major.

Prerequisite: Art 146 or permission of the instructor.

Recommended prior course: Art 335.

Mr. Paulson

262 Sculpture

A program of studio projects (arranged by the instructor and the student) concerned with developing an individual approach to three-dimensional form, with concentration in directly fabricating techniques involving a series of experiments in spacial organization. *Prerequisites:* Art 146 or permission of the instructor, and Art 261.

Recommended prior course: Art 335.

Mr. Paulson

263 Clay

264 Metal

265 Wood

341 Intermediate Drawing

Intermediate studio problems: emphasis on drawing concepts and the development of individual student concerns in a series. *Prerequisites:* Art 141 or permission of the instructor, and Art 142. Offered spring semester only.

Mr. Agard

351 Advanced Painting

Advanced studio problems: emphasis on painting concepts and the development of individual student concerns in a series. *Prerequisites:* Art 141 or permission of the instructor, Art 251, 252, 322.

Offered odd years only.

Mr. Agard

355 Advanced Printmaking

Experimental printmaking concentrating on personal development of one method and exploration. *Prerequisites:* Art 141 or permission of the instructor, and Art 255, 256.

Mr. Paulson

361 Advanced Sculpture

Further exploration of individual three-dimensional concerns with concentration in one media and technique. *Prerequisites:* Art 146 or permission of the instructor, and Art 261, 262, 335.

Mr. Paulson

Individualized Study

Provides an opportunity for the well-qualified student to execute supervised projects in the area of his or her special interest, whether studio or history.

Repeated spring semester.

Staff

Biology

Professors Barnes, Cavaliere, and Hendrix
Associate Professors Beach, Berardi, Mikesell,
Sorensen (*Chairperson*), and J. Winkelmann
Assistant Professors Etheridge and Hiraizumi
Associate Instructor H. Winkelmann
Laboratory Instructors Armor, Hulsether, Price,
Reese, and Zeman

Overview

Courses in the department are designed to provide a foundation in basic biological concepts and principles, and the background necessary for graduate study in biology, forestry, dentistry, medicine, veterinary medicine, and other professional fields. Most courses in the department include laboratory work.

Requirements and Recommendations

The biology department offers both a Bachelor of Arts (B.A.) and a Bachelor of Science (B.S.) degree for the major.

B.A. requirements:

A minimum of eight biology courses, including Biology 101, 112, 309, and 310, are required of all majors. Internships are excluded. Beyond these four, no specific biology courses are required. Every program must include at least one course from each of three areas: plant biology (Bio 202, 204, 217, 300), animal biology (Bio 201, 220, 224, 227, 325),

and cell and organismal physiology (Bio 300, 332, 340, 341). No single course may satisfy more than one area. This relative freedom permits the attainment of the different backgrounds required for various biological careers. Specialization at the expense of breadth, however, is discouraged.

Students, in consultation with their advisers, should construct a broad, balanced curriculum. Biology 101 and 112 are prerequisites for all upper-level biology courses. Exceptions are made for those minoring in biology or by permission of the instructor.

Chemistry 111 and 112 are required of all majors. It is desirable, but not essential, that Chemistry 111 and 112 be taken in the first year. Physics 111, 112, and Math 111 are also required.

B.S. requirements:

In addition to the courses noted above, the B.S. degree requires Individualized Study (Biology 460), and Chemistry 203, 204. (Although not required, Math 112 is recommended.)

A minor in biology includes Biology 101, 112 (or Biology 101, 102) and any other four courses in the department (provided that all prerequisites are met) which would count toward the major.

All courses taken to satisfy the requirements for the B.A. or B.S. degree or for the minor must be taken using the A-F grading system.

Distribution Requirements

The distribution requirement in laboratory science may be satisfied by Biology 101, 102 or by Biology 101, 112.

Special Facilities

Greenhouse, animal quarters, aquarium room, instrument room, environmental chambers, electron microscopy laboratory housing both scanning (JEOL JSM T20) and transmission (Zeiss EM 109) electron microscopes, herbarium, and research laboratories.

Special Programs

Dual-degree programs in forestry and environmental studies with Duke University, nursing with the Johns Hopkins University, and optometry with Pennsylvania College of Optometry (page 52). Cooperative programs in marine biology with Duke University and the Bermuda Biological Station (page 49).

101 Introductory Biology

Designed for science and non-science majors. The course includes the chemical nature of protoplasm; structure and function of cells; photosynthesis and respiration; genetics. Three class hours and laboratory.

Staff

102 Contemporary Topics in Biology

Designed for non-science majors. The course will focus on pertinent topics covering contemporary problems and solutions in today's world. Three class hours and laboratory. Biology 101 is a prerequisite for Biology 102.

Staff

112 Form and Function in Living Organisms

Designed for science majors. Functional design of plants and animals is emphasized. Aspects of evolution, phylogeny, and ecology are also covered. Three class hours and laboratory. Biology 101 is a prerequisite for Biology 112.

Mr. Barnes

201 Vertebrate Morphology

Detailed examination of the origins, structures, and functions of the organ systems of vertebrates. Special attention is given to the evolution of major vertebrate adaptations. Three class hours and two scheduled laboratories. Alternate years. Offered 1991-92.

Mr. Winkelmann

202 Structural Plant Development

Anatomical approach to the study of higher plant structures. The origin and differentiation of tissues and organs, environmental aspects of development, and plant anomalies are studied. Six hours a week in class-laboratory work.

Mr. Mikesell

204 Taxonomy of Flowering Plants

Identification, classification, structural diversity, and evolutionary relationships of angiosperms. The course includes extensive field work for collection of local flora, and methodology, and principles of related disciplines: plant geography, cytogenetics, and numerical taxonomy. Three class hours and laboratory-field.

Mr. Beach

210 Human Physiology

Systems of the body will be studied with emphasis on the integration of structure and function. Topics include endocrine regulation, respiration, nutrition,

metabolism, fluid electrolyte and pH balance, reproduction, development/inheritance, and the digestive and urinary systems. This course is designed specifically for students entering fields of allied health; it does not count toward the biology major.

Mr. Biser

215 Electron Microscopy

Introduction to basic theory and practice of transmission electron microscopy and scanning electron microscopy; techniques of tissue preparation and introduction to interpretation of animal and plant ultrastructure. Each student will be required to complete an independent project. Six class hours in laboratory. Laboratory fee: \$50.00. *Prerequisite:* Permission of the instructor.

Mr. Cavaliere

217 An Evolutionary Survey of the Plant Kingdom

Synopsis of embryo-producing plants, primarily liverworts, mosses, fern allies, ferns, and seed plants. Emphasis is on comparative morphology, adaptive diversity, and phylogeny. Six hours a week in class-laboratory work.

Mr. Mikesell

220 Animal Embryology

Survey of the phenomena and principles of animal development. Major attention is given to embryonic development in multicellular animals. Vertebrates are emphasized in the study of organ development. Six hours a week in class-laboratory work. Alternate years. Offered 1991-92.

Mr. Sorensen

224 Vertebrate Zoology

Introduction to the systematics, distribution, reproduction, and population dynamics of vertebrates. Field and laboratory emphasis on natural history, collection, and identification. Six hours in class, laboratory, or field. Optional trip to North Carolina.

Mr. Winkelmann

227 Invertebrate Zoology

Biology of the major free-living metazoan invertebrate groups with special emphasis on adaptive morphology and physiology and on evolution. Six hours a week in class-laboratory work.

Mr. Barnes

230 Microbiology

Introduction to the biology of viruses, bacteria, fungi, and protists; their morphology, taxonomy,

reproduction, physiology, and ecology. Isolation, culture, environmental influences, identification, and biochemical characterization are emphasized in the laboratory. Three class hours and laboratory.

Mr. Hendrix

260 Biostatistics

Designed for students in biology who plan to engage in individualized study and/or research. Topics include the nature of biological data and the statistical procedures to analyze them. Special attention given to experimental design and hypothesis testing. Three class hours. A student may not receive credit for both this course and Mathematics 107, Psychology 205, Sociology 303, or Economics 241.

Mr. Hiraizumi

300 Plant Physiology

Physiological processes in vascular plants. Plant responses, growth promoting substances, photoperiodic responses, water absorption and transpiration, mineral nutrition, and general metabolic pathways are studied. Three class hours and laboratory.

Mr. Cavaliere

305 Ecology

Principles of ecology, with emphasis on the role of chemical, physical, and biological factors affecting the distribution and succession of plant and animal populations and communities. The course includes numerous field trips to a variety of local freshwater and terrestrial habitats. Three class hours and laboratory-field work.

Mr. Beach

309 Cell Biology

Structure and function of cell membranes and organelles; energy transduction by cells; chromosomes and gene expression; the cell cycle; selected specialized cell types. Three class hours and laboratory. *Prerequisite:* Chemistry 112.

Mr. Sorensen

310 Genetics

Overview of principles of genetics. Topics include chemical nature of genes, Mendelian and non-Mendelian inheritance, gene regulation, genetic engineering, molecular evolution and population genetics. Three class hours and laboratory.

Prerequisite: Biology 309.

Mr. Hiraizumi

325 Animal Behavior

Study of animal behavior through readings, films, discussions, and field and laboratory observations. A wide range of phenomena will be considered, from simple reflex responses to complex social organizations. The role of behavioral adaptations in the biology of animal species will be emphasized. Three class hours and laboratory. Alternate years. Offered 1992-93.

Mr. Winkelmann

332 Immunobiology

Introduction to the vertebrate immune system at the molecular, cellular, and organismal levels. Antibody structure, antigen-antibody interaction, the genetics of antibody diversity, the immune response, and the bases of self/non-self discrimination are emphasized. *Prerequisites:* Biology 309, 310. Three class hours and laboratory. Alternate years. Offered 1992-93.

Mr. Sorensen

340 Comparative Animal Physiology

Regulation of basic physiological processes in animals. Unifying principles will be studied using a comparative approach. *Prerequisite:* Biology 309. Three class hours and laboratory.

Ms. Etheridge

460 Individualized Study - Research

Independent investigation of a topic of special interest to the student, normally including both literature and laboratory research, directed by a faculty member familiar with the general field of study. The results of the investigation will be presented to the department. Open to juniors and seniors. A single Individualized Study may be used toward one of the eight courses required for the B.A. degree. *Prerequisite:* Approval of both the directing faculty member and the department prior to registration.

Staff

471, 473 Individualized Study - Internship

Independent internship experience under the direct supervision of professional personnel in a variety of biology-related areas. Internship may be arranged by the department or the student. Must combine practical work experience with an academic dimension. Library research paper on a subject related to the experience is required. *Prerequisite:* Approval of both the supervisor and the department.

Chemistry

Professors Fortnum and Rowland
Associate Professors Grzybowski and
Parker (*Chairperson*)
Assistant Professor Jameson
Assistant Instructors Boylan, Fox, and Gregory

Overview

Each course offered by the department provides an opportunity for a concentrated study of the various principles of classical and contemporary chemical knowledge. From the introductory to the advanced courses, application is made of basic theories and methods of chemical investigation. The courses offered by the department utilize lectures, discussions, library work, on-line computer literature searching, computer-assisted instructional programs, videotapes/films, and laboratory investigations in order to emphasize the concepts that underlie the topics covered. Each course, as well as the major itself, is designed for the curious and interested student.

The program of the department is approved by the American Chemical Society. The paths taken by majors after graduation are varied; many enter graduate work in chemistry. Graduates also enter medical and dental schools, industrial and government research laboratories, secondary school teaching, and other fields such as business and engineering.

Requirements and Recommendations

The eight basic courses required for the Bachelor of Arts degree are Chemistry 111, 112 (or 112H), 203, 204, 221, 305, 306, and 317. Students who complete these basic eight courses along with Chemistry 373, Research (Chemistry 462 or 473), and one additional chemistry course may choose to receive a Bachelor of Science degree. Physics 111 and 112 and Mathematics through 211 are required of all chemistry majors. Additional courses in mathematics (212), biology, and physics may be recommended for those contemplating graduate study in certain areas. Junior and senior majors are expected to join with staff members in an afternoon seminar series which is designed to provide an additional opportunity for student discussion of current developments in the field.

Approved safety goggles must be worn in all laboratories. Prescription glass may be worn under safety goggles. Contact lenses may not be worn unless a liability waiver is signed.

For the prospective secondary school teacher the department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Chemistry. Introductory biology is required for certification.

Individualized study and independent laboratory work are available in connection with some courses. An honors section (112H) of the Fundamentals of Chemistry course provides a select group of students with such an opportunity at the introductory level. During the junior or senior year, majors may elect Chemistry 462, a research course in which a student can utilize his or her knowledge and creativity intensively. Summer research, Chemistry 473, is encouraged strongly.

The optional minor shall consist of Chemistry 111, 112 (or 112H), plus four other chemistry courses at the 200 level or above. Individualized Study courses may not be counted toward the optional minor.

Distribution Requirements

The following combinations of chemistry courses may be used to satisfy the distribution requirement in laboratory science: either 101 or 111 followed by 102, 112 or 112H. (Course credit will not be given for more than two introductory chemistry courses. Credit will *not* be given for both 111 and 101 *or* for both 102 and 112.)

Special Facilities and Programs

Breidenbaugh Hall, which houses chemistry classrooms and laboratories, was completely renovated in 1985. Since that time the department has purchased new instrumentation such as a Fourier Transform NMR Spectrometer, a Fourier Transform Infrared Spectrometer, a UV-visible Spectrometer, and a Gas Chromatograph-Mass Spectrometer. Chemistry majors receive significant hands-on experience with all major instrumentation beginning in the sophomore year. The department's library is at the disposal of all students. Numerous lectures and seminars are sponsored by the department and the chemistry club, Sceptical Chymists. These involve resource persons from universities, industries, government agencies, and professional schools, and are designed to complement the curricular activities of the department. An annual highlight is a three-day visit by an outstanding scholar in the field of chemistry. The program is supported by The Musselman Endowment for Visiting Scientists. Many qualified upperclass students—chemistry majors and others—gain valuable experience from serving as laboratory assistants and tutors.

101 General Chemistry

Study of chemical principles with emphasis placed on providing the student with an understanding of how these principles relate to the non-scientist, especially in the areas of industry, ecology, health, and philosophy. Laboratory experiments are designed to offer a "hands-on" familiarity with the principles discussed in the lectures. The course is designed for students planning to complete only two courses in chemistry and who may have limited or no previous exposure to chemistry. Three lecture hours and one laboratory afternoon.

Ms. Schoolcraft

102 General Chemistry

Review of principles studied in Chemistry 101 and application to problems of current and historical interest. Demonstrations and laboratory experiments are designed to illustrate and complement the material discussed in class. *Prerequisite:* Chemistry 101 or 111. Three lecture hours and one laboratory afternoon.

Ms. Schoolcraft

111 Fundamentals of Chemistry

Study of atomic structure, theories of bonding, stoichiometric relationships, properties of solutions and gases, and elementary thermodynamics. The laboratory work covers quantitative relationships by employing titrimetric and gravimetric techniques. This course is designed for biology, chemistry, and physics majors and others with a secondary school background in chemistry and elementary mathematics. Course credit is not granted for both Chemistry 101 and 111. Three lecture hours and one laboratory afternoon.

Mr. Parker

112 Fundamentals of Chemistry

Study of kinetics and mechanisms of reactions, equilibrium, electrochemistry, and coordination chemistry. Laboratory work includes kinetic studies, qualitative analysis, and the application of various instrumental procedures to quantitative analysis. Course credit is not granted for both Chemistry 102 and 112. *Prerequisite:* Chemistry 111. Three lecture hours and one laboratory afternoon.

Mr. Fortnum

112H Fundamentals of Chemistry

Designed as an honors seminar for the more capable first year chemistry students. Kinetics, equilibrium, electrochemistry, and coordination

chemistry are among the topics discussed. Laboratory work includes experiments in kinetics and equilibrium and the application of principles from lecture to a project of several weeks' duration. Emphasis is placed on independent work with necessary guidance in both the seminar and the laboratory. *Prerequisites:* Chemistry 101 or 111 and invitation of the department. Two afternoons.

Mr. Parker

203 Organic Chemistry

Study of the fundamental concepts of the chemistry of carbon compounds with emphasis on molecular structure, reaction mechanisms, stereochemistry, and the application of spectroscopy to problems of identification. *Prerequisite:* Chemistry 112 or 112H. Three lecture hours, one lab discussion hour, and one laboratory afternoon.

Mr. Rowland

204 Organic Chemistry

Study of the various classes of organic compounds, including substitutions in the aromatic nucleus, cyclic compounds, and natural products such as amino acids, carbohydrates and peptides. *Prerequisite:* Chemistry 203. Three lecture hours, one lab discussion hour, and one laboratory afternoon.

Mr. Rowland

221 Chemical Applications of Spectroscopy

Study of the theories and applications of ultraviolet, infrared, ^1H and ^{13}C nuclear magnetic resonance, and mass spectroscopy are discussed in relation to the importance of these spectroscopic methods in the analysis of chemical systems. The scope and limitations of each type of spectroscopy are covered. Course work includes lectures, discussions, and laboratory sessions. The lab periods involve the use of spectrometers in the identification of organic compounds. Lecture work is supplemented by films, videotapes, and computer-assisted instructional programs. *Prerequisite:* Chemistry 203.

Mr. Rowland

305 Physical Chemistry

Study of the principles of thermodynamics and kinetic theory as applied to the states of matter, chemical reactions, equilibrium, the phase rule, and electrochemistry using lectures, readings, problems, discussions, and laboratory exercises. The computer is used as a tool for solving problems and for the reduction of experimental data. *Prerequisites:* Chemistry 112 or 112H, Physics 112, mathematics through

calculus (usually Math 211). Three lecture hours, one discussion hour, and one laboratory afternoon.

Mr. Fortnum

306 Physical Chemistry

Introduction to theories of chemical kinetics, quantum mechanics, and statistical thermodynamics and their applications to chemical systems through the use of problems, lectures, readings, discussions, laboratory investigations, and projects. The computer is used for modeling, simulations, and solving problems. Assignments are made so as to encourage the individual study of specific related physical chemical phenomena. *Prerequisite:* Chemistry 305. Three lecture hours, one discussion hour, and one laboratory afternoon.

Ms. Schoolcraft

317 Instrumental Analysis

Study of chemical analysis by use of modern instruments. Topics include complex equilibria, electroanalytical methods, quantitative spectroscopy, chromatography, and Fourier transform methods. Analytical techniques will be studied from both a chemical and an instrumental point of view. The laboratory stresses quantitative analytical procedures. *Prerequisites:* Chemistry 204 and 221. Three lecture hours and one laboratory afternoon.

Mr. Grzybowski

353 Advanced Organic Chemistry

Study of synthetic, mechanistic, and theoretical concepts in organic chemistry. Particular emphasis is placed on the study of methods used to determine organic reaction mechanisms, stereospecific reactions, photochemistry, pericyclic reactions, and the design of multistep syntheses of complex molecules. *Prerequisites:* Chemistry 204 and 221. Three lecture hours.

Mr. Jameson

373 Advanced Inorganic Chemistry

Study of valence bond, crystal field, and molecular orbital theories; boron chemistry; organometallic compounds; structural, kinetic, and mechanistic studies of coordination compounds. Group theory and symmetry are applied to various systems. *Prerequisite:* Chemistry 305. Three lecture hours.

Mr. Parker

390 Advanced Laboratory Techniques in Chemistry

Designed to combine and expand upon the laboratory skills learned in the fundamental courses of

the first two years. Numerous projects will be pursued in organic and inorganic chemistry, utilizing a combination of library skills (e.g. on-line computer searching), advanced laboratory skills (e.g. inert atmosphere techniques, modern separation methods, and advanced spectroscopic characterizations), and scientific writing skills. It is anticipated that this course will prepare a student for independent research in the senior year. *Prerequisite:* Chemistry 221.

Mr. Grzybowski

462 Individualized Study: Research

An independent investigation in an area of mutual interest to the student and a faculty director. The project normally includes a literature survey and a laboratory study. An oral report to staff and students and a final written thesis are required. A student wishing to enroll in this course should consult with the faculty director at least two weeks before the end of the semester preceding the semester in which this course is to be taken. *Prerequisites:* Chemistry 390 and permission of the faculty director and approval by the chemistry department. Open to junior and senior chemistry majors. Offered both semesters.

Staff

473 Summer Research Internship

A funded ten-week independent investigation in an area of mutual interest to the student and research director. The project normally includes a literature survey and a laboratory study. Oral reports to staff and students and a final written thesis are required. A student wishing to enroll in this course should consult with a chemistry department faculty member early in the spring semester. *Prerequisites:* Chemistry 390 and/or permission of the research director and approval by the chemistry department.

Staff

Classics

Associate Professor Snively (*Chairperson*)

Assistant Professors Cahoon and Zabrowski

Adjunct Assistant Professor Ginge

Overview

The courses offered are designed to acquaint the student with the language, literature, history, and civilization of Greece and Rome. These societies present a microcosm of all human experience. Fulfillment of human potential in spite of adversities and threats to existence was the ultimate quest then, as it is today. Learning how the founders of Western civilization dealt with such conflicts as the aspirations of youth and the compromises of middle age, the claims of community and individual rights, the ecstasy of love, and the despair of loss can help us understand our own thoughts and emotions as we confront these age-old problems and pressures.

Requirements and Recommendations

The department offers majors in Greek, Latin, and Classical Studies. Required for all majors: Cl. 121, Cl. 122, Cl. 400. Additional requirements:

Latin Major:	Latin 251; seven courses in Latin beyond Lat. 102, and including Latin 312
Greek Major:	Greek 251; seven other courses in Greek beyond Gr. 102
Classical Studies Major:	8 courses. The 202 level in either Latin or Greek must be attained.

In both Greek and Latin language courses, 201 and 202 or their equivalents are prerequisites for all higher language courses.

A minor consists of six courses in the department including a minimum of two language courses.

Distribution Requirements

Latin 201, 202, or 203, and Greek 201, 202 may be used to meet the College's language requirement. Latin 203, 204, 303, 306, 308, 309, 311, 401, Greek 203, 204, 301, 302, 303, 304, 306, and Classics 262, 264, 266 may be used in fulfillment of the literature distribution requirement. Classics 121, 122, Latin 251, and Greek 251 may be used to fulfill the College distribution requirement in history/philosophy, and Latin 251 and Greek 251 may be counted toward a major in history.

For prospective secondary school teachers the Department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Latin.

Special Programs

Through a cooperative arrangement under the auspices of the Central Pennsylvania Consortium, Gettysburg College shares membership in the Intercollegiate Center for Classical Studies in Rome. The program of the Center has been approved as a Gettysburg College affiliated program. The Department of Classics encourages its majors to spend a semester at the Center in Rome. For details, see Study Abroad, The Intercollegiate Center for Classical Studies in Rome, Italy, (page 49).

College Year in Athens, Inc. has also been approved as a Gettysburg College affiliated program. Students interested in ancient, Byzantine, or modern Greece are encouraged to spend a semester or a year at College Year. For details, see Study Abroad, College Year in Athens, Greece, (page 48).

Through the Central Pennsylvania Consortium, Gettysburg College shares membership in the American School of Classical Studies in Athens.

Greek

101, 102 Elementary Greek

Introduction to the alphabet, inflections, and syntax of Attic Greek.

Mr. Zabrowski

201, 202 Intermediate Greek

Designed to increase the student's skill in reading texts. Selections from Xenophon's *Anabasis*, some writers of the New Testament, and other authors are read, with an emphasis on grammar. *Prerequisites:* Greek 101, 102 or its equivalent.

Mr. Zabrowski

203 Plato

The *Apology* and *Crito*, with selections from other dialogues.

Mr. Zabrowski

204 New Testament Greek

Introduction to Koine Greek. Selections from the New Testament are read with attention to their language and content. Not offered every year.

Mr. Zabrowski

251 Greek History

Survey of Hellenic civilization from the Bronze Age to the Hellenistic period. Papers required. A knowledge of Greek not required. Alternate years. Offered 1992-93.

Mr. Zabrowski

301 Homer

Selections from the *Iliad* and *Odyssey* with examination of syntax and style. Not offered every year.

Ms. Snively

302 Greek Historians

Readings in the text of Herodotus or Thucydides. Not offered every year.

Staff

303 Greek Comedy

An introduction to Greek drama. Selected comedies of Aristophanes are read with attention to style and metrics. Not offered every year.

Mr. Zabrowski

304 Greek Tragedy

Selected plays of Aeschylus, Sophocles, and Euripides. Various plays are also read in English. Oral reports required. Not offered every year.

Staff

306 Greek Oratory

Selected orations of Demosthenes and Lysias. Not offered every year.

Staff

Individualized Study

Staff

Latin

101, 102 Elementary Latin

Introduction to Latin.

Ms. Cahoon, Ms. Snively

201, 202 Intermediate Latin

Designed to increase the student's skill in reading texts. Selections from Latin prose and poetry are read, with continuing grammatical review and analysis. *Prerequisite:* Two years of secondary school Latin or Latin 101, 102.

Ms. Cahoon, Ms. Snively

203 Roman Prose

Selections from Roman prose writers and intensive review of grammar. *Prerequisite:* Three or four years of secondary school Latin or Latin 201, 202.

Ms. Snively

204 Roman Poetry

Extensive reading in Catullus, Ovid, and Horace with an examination of poetic forms other than epic.

Prerequisite: Three or four years of secondary school Latin or Latin 201, 202.

Ms. Cahoon

251 Roman History

The history of the Republic and Empire. Papers required. A knowledge of Latin not required.

Alternate years. Offered 1993-94.

Ms. Snively

303 Cicero

Selected essays of Cicero, with supplemental reading from letters and orations. Supplemental reading in English. Not offered every year.

Staff

306 St. Augustine

Selections from *Confessions* with attention to the differences between Late Latin and Classical Latin.

Not offered every year.

Ms. Cahoon

308 Roman Satire

Selections from Horace, Martial, and Juvenal with attention to the changes in language and style from the Classical to the Post Classical period. Not offered every year.

Staff

309 Roman Historians

Selections from Livy and Tacitus with attention to their peculiarities of language and style. Not offered every year.

Ms. Snively

311 Lucretius

Extensive reading in *On the Nature Of Things* with attention to Lucretius' metrical forms, science, and philosophy. Not offered every year.

Staff

312 Prose Composition

Designed to increase the student's ability to translate from English to Latin, includes a thorough grammar review. Not offered every year.

Mr. Zabrowski

401 Vergil

Study of Vergil's literary style, poetic genius, and humanity as seen in the *Aeneid*. Open to seniors and qualified juniors. Not offered every year.

Staff

Individualized Study

Staff

Classical Studies**121 Survey of Greek Civilization**

Survey of the the politics, history, literature, art, etc. of the Greek polis from its beginning to the conquest of Alexander, with emphasis on literary texts and on Greek concepts which influenced Western thought. Knowledge of Greek not required.

Ms. Cahoon

122 Survey of Roman Civilization

Survey of the politics, history, literature, art, etc. of Rome from its founding to the Council of Nicea, with emphasis on the material culture of an empire encompassing the whole Mediterranean. Knowledge of Latin not required.

Ms. Snively

230 Classical Mythology

Survey of classical mythology with attention to the process of myth-making and the development of religion. No knowledge of Greek or Latin required.

Ms. Snively, Mr. Zabrowski

262-266 Genre Literature

An examination of the genre literature of Greece and Rome in translation. Selected works will be studied through analysis of form, structure, and content. No knowledge of Greek or Latin required.

Staff

262 Ancient Epic

Study of Homer, Apollonius of Rhodes, and Vergil. Offered 1993-94.

Ms. Cahoon

264 Ancient Tragedy

A study of Aeschylus, Sophocles, Euripides, and Seneca. Offered 1991-92.

Staff

266 Ancient Comedy

A study of Aristophanes, Menander, Plautus, and Terence. Offered 1992-93.

Ms. Cahoon

270 Ancient Drama (Half Unit Course)

Study, direction, and performance of an ancient Greek or Roman play. The course will include the study both of several other plays by the same author (for context and background) and also of recent pertinent secondary material. Students will interpret, cast, direct, choreograph, and rehearse the play. The final performance will be presented to the entire campus community at the end of the semester. Not offered every year.

Ms. Cahoon

281 Ancient Greek Political Theory and Practice

Using Plato's *Republic* and *Laws* and Aristotle's *Politics* as primary sources, the course will investigate the nature of ancient Greek political theory and the notion of the Ideal State, whether conceived of as timocratic, monarchial, or democratic. In the practical order, actually functioning Greek city-state constitutions will be examined, as preserved in the writings of Aristotle, Xenophon, and the Oxyrhynchus Historian. Not offered every year.

Mr. Zabrowski

400 Senior Seminar

Content will be determined each year by the senior class in consultation with the staff. Required of all majors.

Staff

Individualized Study

Staff

Computer Science – See *Mathematics and Computer Science*

Economics

Professors Fender (*Chairperson*), Gondwe and Railing
Associate Professors Fletcher, Gemmill, and K. Niiri
Assistant Professors M. Golfin and Kallon

Overview

A knowledge of economics has become increasingly important for effective participation in a complex society. The department's courses present this knowledge in both historical and contemporary contexts, with a focus on developing the relevant economic theory and identifying, understanding, analyzing, and solving social problems. As a social science, economics studies how societies organize and make decisions for using scarce resources to produce and distribute goods and services domestically and internationally. Economists examine both macro-economic and micro-economic problems and consider the implications of alternative solutions for efficiency, fairness, and growth. Courses in the department stress the critical thinking skills of a liberally educated person: gathering of pertinent information; analysis; synthesis; and ability to perceive, create, and choose among alternatives. However delightful the study of economics for the sake of individual understanding, the department also stresses effective oral and written communication of the insights achieved through study of the discipline.

In addition to courses in economics, the department also offers courses in introductory and intermediate applied statistics and in geography.

The department's courses are designed to meet the College's liberal arts objectives while also serving well students who intend to (1) pursue graduate study in economics; (2) enter graduate professional schools in management administration, law, and related areas; (3) pursue careers in business, non-profit private organizations, or government.

Requirements and Recommendations

Economics majors in the classes of 1991-1993 have the option of fulfilling either the requirements given in this paragraph or those that follow for the classes of 1994 and beyond. The requirements for students graduating between 1991-1993 are Economics 103-104; Management 153; Economics 241, 243, 245, 333; and three courses chosen from the following: Economics 242, 301, 302, 303, 305, 324, 325-332, 336, 337, 338, 351, and 352. A student may take Mathematics 351-352 in lieu of Economics 241-242; both semesters of the mathematics sequence must be completed for mathematical statistics to substitute for the departmental statistics requirement. Much, but not all, of the material covered in such applied statistics courses as Mathematics 107, Psychology 205, and Sociology 303 duplicates that in Economics 241; therefore, credit will not be given for more than one of these courses. The research methodology basic to economics is covered in Economics 241 and 242; thus, students taking an applied statistics course outside the economics department before deciding to become economics majors may be required to demonstrate via examination proficiency in the content of Economics 241 or may be required to take Economics 242.

Economics majors graduating in 1994 or thereafter must fulfill the following departmental requirements: Economics 103, 104, 241, 243, 245, 333; either Management 153 or Economics 242; and at least three additional economics courses at the 300 level or above (excluding 460), with two or more of these from among 301, 303, 336, 351, 352, 401, 402, and 403. The department strongly urges students to include one 400-level course among their electives.

Because of the importance of mathematical modelling and statistical testing to the application of economics, majors in economics are required to demonstrate achievement in mathematics equivalent to one term of calculus. This requirement can be

satisfied by taking Mathematics 105-106 or Mathematics 111 or by exemption via examination. The department strongly encourages students who have an interest in majoring or minoring in economics to complete this mathematics requirement during the first year because several 200-level courses have a math prerequisite.

The department faculty advises any students planning to pursue graduate study in economics to take Mathematics 111-112, Mathematics 211-212, and Economics 351-352. Regardless of their plans upon graduation, all students will find more options open to them if they are familiar with the use of computers in economic analysis. Therefore, we urge economics majors to take a course or courses dealing with the use of computers, in addition to the departmental courses that require computer work. The department offers a minor in economics, which a student can complete by taking Economics 103, 104; two courses from among Economics 241, 242, 243, 245; and two courses numbered 301 or above. Additionally, a student minoring in economics must demonstrate the same achievement in mathematics as required of majors, and must achieve a grade point average of 2.0 or above in courses counted toward the minor.

Economics 103, 104 are prerequisites for all upper-level courses in the department except Geography 310. Under special circumstances, a student may petition the instructor of a course for a waiver of course prerequisites.

The departmental brochure, *Economics Department Handbook*, contains additional information about the department and about the opportunities which the study of economics provides. Copies are available in the department office, Glatfelter 111, and from department faculty members.

Honors, Internships, Special Programs The economics department values intensive and independent work by its students, as well as their interaction with peers and faculty members on collaborative economics projects. To encourage and recognize high quality work, the department offers departmental honors to students who (1) satisfactorily complete one course from among Economics 401, 402, 403; (2) earn an acceptable overall and departmental grade point average; (3) complete a senior project (Economics 460) that builds upon the 400-level course, and is deemed of high quality by the project supervisor.

Internships involving the application of economics are available to qualified students. Those persons desiring more information should contact Dr. Railing. Gettysburg College also recognizes the Washington Economic Policy Semester at American University, a program that involves both classroom study and an internship in Washington, D.C. Page 45 of this catalogue contains more information about the program. Interested students should contact Dr. Railing in the spring semester of their sophomore year. Several foreign study programs are especially interesting for economics students; information is available from the department and from the registrar.

Distribution Requirements

A student may satisfy the College distribution requirement in social sciences by successfully completing Economics 103, 104, and may satisfy the non-Western Culture requirement with Economics 326, 337, or 338.

103, 104 Principles of Microeconomics— Principles of Macroeconomics

Principles of Microeconomics gives students a general understanding of economic systems and economic analysis, with emphasis on the operation of the U.S. economy. Topics covered in 103 include the price system, theory of consumer behavior, theory of production, theory of the firm, income distribution, welfare economics, and the micro aspects of international trade. In Economics 104, topics covered include national income accounting, employment, inflation, monetary and fiscal policies, aggregate demand and supply analysis, economic growth, the monetary aspect of international economics, and comparative economic systems.

Staff

241 Introductory Economic and Business Statistics

Covers the nomenclature of descriptive statistics, probabilities using the normal, binomial, Poisson distributions, Chi-square, sampling, estimation of parameters, hypothesis testing, linear regression, and correlation. *Prerequisites:* Economics 103, 104, and one of the following: Mathematics 105-106, 111, or the equivalent. Please note that a student may not receive credit for both this course and Mathematics 107, Psychology 205, or Sociology 303.

Ms. M. Gelfin, Mr. Niuro

242 Intermediate Economic and Business Statistics

Considers advanced statistical theory and the use of computers in data analysis. Topics included are

ANOVA; multiple regression and the determination of model acceptability; time series and forecasting; index numbers; nonparametric methods; and decision theory. *Prerequisite:* Economics 241.

Ms. M. Golfin

243 Intermediate Macroeconomic Theory

Studies further classical, neoclassical, Keynesian, and post-Keynesian economics focusing on national income accounting, the various theories and policies which deal with the generation and maintenance of full employment and a stable price level. The causes and cures of unemployment and inflation are also analyzed. Offered both semesters. *Prerequisites:* Economics 103, 104 and Mathematics 111 or its equivalent.

Mr. Gondwe, Mr. Kallon

245 Intermediate Microeconomic Theory

Uses the methodological tools of economics to examine consumer and producer behavior and economic behavior both individual and collective under different input and output market structures, and to analyze the implications of such behavior for general equilibrium and economic welfare.

Prerequisites: Economics 103, 104, and Mathematics 105-106 or 111, or the equivalent.

Ms. Fender

300 Personal Finance

This course accomplishes two purposes: (1) the consideration of how individuals might react analytically to financial constraints they face (incomes, prices, opportunities) in order to provide for their own material security (living costs, medical care, education, retirement); and (2) an insight into the important social issues of a mixed economy, such as that of the United States, by understanding individual decision-making more clearly. Items covered will include the meaning of financial security, both individually and collectively, the development of financial goals and the use of personal budgets to achieve goals, the proper use of credit, the nature and use of insurance for protection and saving, housing, income earning assets, and estate planning. In addition, current social issues will be considered. *Prerequisites:* Economics 103, 104.

Mr. Railing

301 Labor Economics

Studies theoretically and empirically the functioning of labor markets with emphasis on wage and employment determination. Alternative theoretical

models are examined. Topics include time allocation, wage differences, discrimination, investment in education, mobility and migration, impacts of legislation, unions and labor relations, and imperfect markets. *Prerequisites:* Economics 103, 104, and 245. *Recommended:* Economics 241.

Ms. Fletcher

302 Gender Issues in Economics

Applies microeconomic theory to gender issues in our economy. The course will explore demographic issues such as fertility and divorce, consider the effect of the tax structure and other public policies on gender differences in labor force participation over time, and examine alternative economic paradigms for explaining gender discrimination in our society. *Prerequisites:* Economics 103, 104. *Recommended:* Economics 245.

Ms. Fletcher

303 Money and Banking

Examines the role of money, credit, and financial institutions in the determination of price and income levels. Coverage includes the commercial banking system, the Federal Reserve System, monetary theory, and the art of monetary policy. Emphasis is placed upon evaluation of current theory and practice in the American economy. *Prerequisites:* Economics 103, 104. *Recommended:* Economics 243.

Mr. Gemmill

305 Public Finance

Concerns the principles, techniques, and effects of government obtaining and spending funds and managing government debt. Nature, growth, and amount of expenditures of all levels of government in the United States are considered, along with the numerous types of taxes employed by the various levels of government to finance their activities. Government debt is also considered. *Prerequisites:* Economics 103, 104.

Mr. Railing

324 Comparative Economic Systems

Concerns a comparative analysis of free enterprise economics, centrally planned economies, and mixed economies. Primary attention is given to the economic aspects and institutions of these economic systems, but the political, philosophical, and historical aspects are also considered. *Prerequisites:* Economics 103, 104.

Mr. Railing

325-332 Regional Economic History, Growth, and Development Seminar

Examines intensively one region, using the framework of economic analysis and political economy to consider economic history, growth, and development within the appropriate region. Although economic theory provides the primary paradigm within which these regions are studied, consideration also will be given to the historical events that conditioned the economic outcomes. Each course will review the pertinent theory and focus on application of that theory to specific historical events seeking to determine the relevance of the theory to our understanding of past and present economic conditions. Four regions will be studied, one in each of the courses: Africa, the Caribbean, Japan, and Canada/U.S. *Prerequisites:* Economics 103, 104.

Mr. Gondwe, Mr. Kallon, Mr. Niiro, Ms. Fender

333 History of Economic Thought and Analysis

Studies the development of economic ideas and policies in relation to major forms of social, political, and economic problems. Emphasis is placed on major contributions to economic thought from Plato to Keynes. *Prerequisites:* Economics 103-104.

Recommended: Economics 243, 245.

Mr. Gondwe

336 International Economics

Covers comparative advantage, commercial policy, economic integration, balance of payments, exchange rates, and international monetary systems.

Prerequisites: Economics 103, 104, and 245.

Mr. Kallon

337 Introduction to Political Economy and the African Diaspora

Examines the origins and development of capitalism and the contribution of Third World peoples and minorities in the United States to the process and continued growth of capitalist development. It also examines current economic, social, and political issues as they relate to, and affect, Third World peoples. *Prerequisites:* Economics 103, 104.

Mr. Gondwe

338 Economic Development

Examines the economic and non-economic factors accounting for the economic growth and development of less-developed areas of the world. Various theories of economic and social growth and development are analyzed and major policy issues discussed. *Prerequisites:* Economics 103, 104. Satisfies distribution requirement in non-Western culture.

Mr. Gondwe

341 Environmental Economics

Provides a foundation for the application of microeconomic theory to environmental issues. Students will examine national and international policy debates related to natural resource use and environmental protection. Economic theory is used to evaluate alternative environmental policies. Issues studied include global warming, deforestation, air and water quality, and natural resource depletion.

Prerequisites: Economics 103, 104.

Ms. Fletcher

351 Application of Mathematics to Economics and Business

Introduces the application of calculus and matrix algebra to economics and business. Numerous illustrations of mathematically formulated economic models are used to integrate mathematical methods with economic and business analysis. *Prerequisites:* Economics 243, 245, and Mathematics 111-112 and 211-212.

Mr. Niiro

352 Introduction to Econometrics

Introduces the application of mathematical economic theory and statistical procedures to economic data. Coverage includes the development of appropriate techniques for measuring economic relationships specified by economic models and testing of economic theorems. *Prerequisites:* Economics 243, 245, Mathematics 111-112 and 211-212, and Economics 242, or Mathematics 358.

Mr. Niiro

401 Advanced Topics in History of Economic Thought and Competing Paradigms of Economic Analysis

Investigates the different perspectives in economics. The course focuses on the concept that economics, as a social science, is rich in diversity and contending perspectives through which students can view questions which economics asks, and therefore the types of answers which are generated. More specifically, the course will consider the Neoclassical paradigm, including Keynesian Economics and Monetarism, and the New Classical Economics, as the mainstream perspectives which will be compared with Marxism and Radical Political Economy, Neo-Austrian Economics, and the Schools of Public Choice and Institutional Economics. These will be contrasted by tracing the historical evolution of different perspectives and then focusing on the theories and methods of contemporary paradigms.

Prerequisite: Economics 333.

Staff

402 Advanced Topics in Theoretical and Applied Macro- and Monetary Economics

Examines particular topics in macroeconomics and monetary theory and applications, under the assumption that the student is familiar with the basic theory. The particular focus of the seminar will rotate depending upon the expertise of the faculty person teaching it, among topics such as the new neoclassical theory, rational expectations and economic behavior, monetary issues in international trade and economic development, econometric studies of money, regulation and banking safety.

Prerequisites: Economics 243 and/or 303 and/or 336.

Staff

403 Advanced Topics in Theoretical and Applied Microeconomics

Considers special topics in microeconomic theory and applications based upon the assumption that the student is familiar with the basic theory. The particular focus will vary with the instructor conducting the seminar, from among topics such as the new household economics, industrial organization and public policy, game theory, information costs-structure-behavior, production and cost functions, welfare economics, and the micro aspects of international trade.

Prerequisites: Economics 245 and/or Economics 336.

Staff

460 Senior Thesis

Involves the student in pursuit of a research or other investigative project which is presented to the adviser via a written paper and to the public via an oral presentation at the completion of the project. The student explores the topic of the thesis in Economics 401 or 402 or 403, then further develops it the following semester in independent work under the supervision of the instructor for the prior 400-level course. *Prerequisite:* Economics 401 or 402 or 403.

Individualized Study

Involves topics of an advanced nature pursued by well-qualified students through individual reading and research, under the supervision of a member of the department's faculty. A student wishing to pursue independent study must present a proposal at least one month before the end of the semester preceding the semester in which the independent study is to be undertaken. *Prerequisites:* Permission of the supervising faculty member and the department chairperson. Offered both semesters.

Staff

Geography 310 Physical and Human Geography

Studies of the location and causes of the distribution of various kinds of economic activities, as well as some of the adverse environmental consequences of a number of these activities. Topics include basic place name geography; weather and climate; population trends and characteristics; technology and economic development; the role of agriculture; the economic geography of energy; and the city.

Open to first year students only by permission of the instructor.

Ms. M. Golfin

Education

Associate Professors Brough (*Chairperson*), Hofman, and Packard

Director of Field Experiences and Instructor S. Van Arsdale

Adjunct Professors Curtis and Williams

The purposes of the teacher education programs are to give students a thorough background in educational philosophy and theoretical concepts of instruction, and to provide an opportunity for student teaching.

The education department works cooperatively with all other departments in the preparation of teachers in secondary education, elementary education, music education, and health and physical education. Students interested in pursuing one of these programs will need to study carefully the teacher education programs as described elsewhere in this catalogue.

A student teacher seeking teacher certification may also choose to minor in education. A minor in secondary education consists of six courses: Education 201, 209, 303, 304, and 476 (worth two courses). A minor in elementary education consists of six courses. Education 201, 209, and 476 are required for the minor. The student then designates three of the following five courses to complete the minor: Education 180, 306, 331, 370 or 334. Completion of all eight courses is required for teacher certification in elementary education.

180 Methods and Concepts of Mathematics Instruction

Designed for future elementary teachers who are sophomores and above and are seeking elementary

teaching certification. Topics include the number system, different bases, number line, use of sets, principles of arithmetic, introduction to geometry, and algebra. Curriculum materials and strategies are included. Spring Semester only.

Ms. Hofman

201 Educational Psychology

Study of the development of psychological principles of learning, pupil evaluation, and the statistics necessary for analyzing test data. Repeated in the spring semester. Psychology 101 recommended as background.

Mr. Packard

209 Social Foundations of Education

Study of the professional aspects of teaching, the relation of schools to society, historical and philosophical development of American education, the organization of state and local school systems, and the impact of national programs on education, including court decisions. Repeated in the spring semester. Includes a unit on computer literacy.

Mr. Williams, Ms. Brough

303 Educational Purposes, Methods and Educational Media: Secondary

The function of schools in a democracy. Emphasis is placed on methods and techniques of the teaching-learning process and classroom management in secondary schools. The underlying principles and techniques involved in the use of teaching materials and sensory aids are studied. Includes a unit on reading. *Prerequisites:* Education 201 and 209 and acceptance into the Education Semester. Repeated in the spring semester.

Ms. Hofman

304 Techniques of Teaching and Curriculum of Secondary Subject

Secondary subjects including biology, chemistry, physics, English, French, Spanish, German, Latin, mathematics, health and physical education, and social studies. This course is taught by a staff member of each department having students in the Education Semester. Included is a study of the methods and materials applicable to the teaching of each subject and the appropriate curricular organization.

Prerequisites: Consent of the major department and acceptance into the Education Semester. Repeated in the spring semester.

Staff

306 Educational Purposes, Methods, and Instructional Media in Social Studies, Art, and Music

Applying principles of learning and human development to teaching social studies in the elementary school. Included is the correlation of art and music with the teaching of the social sciences. A major portion of the course is devoted to the development and teaching of a social studies unit in conjunction with the student teaching experience. *Prerequisites:* Education 180, 201, 209, 331, 370 and acceptance into the Education Semester. Repeated in the spring semester. Elementary education students enroll for this course during the Education Semester.

Ms. Brough, Ms. Van Arsdale

331 Developmental Reading Instruction and the Language Arts

An introduction to the theory, problems, and approaches to developmental reading instruction and the language arts. Current trends relating to the acquisition of language and reading skills are studied. Children's literature and its relation to the learning process are explored. Designed for elementary and secondary teachers. *Prerequisite:* Education 201. Fall semester only.

Ms. Brough

334 Corrective Reading

A study of the analysis and correction of reading disabilities. Survey of tests and materials including children's literature as an incentive to greater interest in reading are included along with a reading internship in the public schools under the guidance of a reading teacher. Diagnosis and remedial tutoring of school pupils who are having reading problems is provided. Elementary education students enroll for this course during the Education Semester. *Prerequisites:* Education 201, 209, and 331 and acceptance into the Education Semester. Repeated in the spring semester.

Ms. Brough, Ms. Van Arsdale

370 Elementary School Science: Purposes, Methods, and Instructional Media

Scientific concepts for mastery by the elementary pupil in connection with appropriate experimental procedures; inquiry approach, curriculum integration, individualization, and instructional media designed to give the prospective teacher a thorough background in elementary school science. *Prerequisite:* Education 201. Fall semester only.

Ms. Hofman

411 Internship in Teaching Composition

A teaching internship in a section of English 101. Under the supervision of the instructor in that section, the intern will attend classes, prepare and teach selected classes, counsel students on their written work, and give students' papers a first reading and a preliminary evaluation. All interns will meet regularly with members of the English department to discuss methods of teaching composition and to analyze the classroom experience. Required of all majors in English planning to enroll in the secondary education program. Students should register for Education 411 in the semester prior to their Education Semester.

English Department Staff

461 Individualized Study—Research

Offered both semesters.

471 Individualized Study—Internship

Offered both semesters.

476 Student Teaching

Student observation, participation, and teaching under supervision of an experienced and certified teacher. Group and individual conferences are held for discussion of principles and problems. The student will spend the full day for 12 to 15 weeks in the classroom. This course carries two course credits.

Prerequisites: All required education courses and acceptance into the Education Semester. Repeated in the spring semester.

English

Professors E. Baskerville, Fredrickson (*Chairperson*), Myers, Schmidt, Stewart, and Stitt

Associate Professors Garnett, Goldberg, Lambert, Stavropoulos, and Winans

Assistant Professors Berg, Hanson, Johnson, and Larsen

Instructor Henry

Adjunct Associate Professor M. Baskerville

Adjunct Assistant Professors Howe and Love

Adjunct Instructors Beedle, Clarke, Cozort, Hartzell, Saltzman, Young, and Zerbe

Overview

The courses offered by the department are designed to train students to express their thoughts clearly and effectively through spoken and written language and to understand, interpret, and assimilate the

thoughts and experiences of the great writers of English and American literature. English is excellent preparation for careers in business, teaching, law, publishing, journalism, and government service, and for graduate study leading to advanced degrees in English, the ministry, and library science. Majors have also enrolled in graduate programs in business, urban planning, social work, public administration, and others.

The courses in theatre and drama offered by the department are designed to train students to conceive of the theatrical event as a unit, joining its literary and historical values with means of expression in production, demonstrating the relationship of acting, directing, and design with the efforts of playwrights both past and present. This is accomplished through the students' work in the theatre program's productions which include Mainstage offerings in the Kline Theatre as well as studio presentations in the Stevens Theatre and Otherstage works-in-progress (see p. 159). The study of theatre arts prepares students for careers in the theatre, arts administration, teaching, and business.

The department offers a major in English and American literature and a major in theatre arts. The department also offers a minor program in each field.

The department believes that a well-balanced program for a major in English and American literature should include (1) knowledge of the literary history of England and America; (2) training in the application of the techniques of literary analysis and the different critical approaches to literature; (3) knowledge of the characteristics and development of the major literary forms or genres; (4) study in depth of the work of one author of significance; and (5) some knowledge of the history of the English language and of English as a system.

The department also believes that a well-balanced program for a major in theatre arts should include (1) knowledge of the history of the theatre from primitive man to the present; (2) training in and application of the various performance areas of theatre; (3) knowledge of the characteristics and development of the literary genre known as drama; and (4) the development of a play from the initial script to actual performance.

The Writing Center

The Writing Center, staffed by several English department faculty members and specially trained Gettysburg College students, is a valuable college resource. The Center's staff assists students with their writing in the following ways:

- Discusses an assignment in order to clarify it or to plan a method of approach
- Helps in organizing a paper or other piece of writing such as a letter of application
- Suggests ways to make troublesome parts of a paper more effective
- Shows ways to correct recurring grammatical errors

The Writing Center is open six days a week. There is no charge for this service.

Requirements and Recommendations

The Major in Literature

The requirements for the major in literature are twelve courses in English and American language and literature in addition to the first semester of Literary Foundations of Western Culture (IDS 103). All majors in literature are required to take English 150, 151, 152, 153, 154, and IDS 103. In addition, to obtain the desired distribution of courses, majors must elect one course from each of the following categories:

- I. English Language and Literary Theory (1 course): English 209, 210.
- II. Topics in English Literary History (3 courses; 1 from each group):
 - A. Medieval, Renaissance: English 310 to 319.
 - B. 17th and 18th Centuries: English 320 to 329.
 - C. 19th and 20th Centuries: English 330 to 339.
- III. Topics in American Literary History (1 course): English 340 to 349.
- IV. Major Authors (1 course): English 362, 365, 366 or any seminar devoted to a British or American author deemed by the department to be of major importance.
- V. Seminar (1 course): English 401-404, 420. English 420, the Honors Seminar, is reserved for students admitted to the Departmental Honors Program.

English 101, 110, 201, 203, 205, 206, 305, and courses in speech may not be used to fulfill the department's major requirements. Courses in theatre arts count only toward the theatre arts major.

The Minor in Literature

The requirements for the minor in literature are six courses. All minors must take three courses of the Survey of English and American Literature sequence (English 150-154), and at least three advanced courses, two of which must be on the 300 or 400 level. Writing courses, with the exception of English 101, may be used to fulfill the department's minor requirements.

The Major in Theatre Arts

Majors in theatre arts must take IDS 103 and theatre arts 105, 203, 204, and 214. They must also elect the specified number of courses from each of the following categories:

- I. Theatre Arts (3 courses): 1 course from each of the following groups:
 - A. (Acting and Dance) 120, 163, 220, 307, 320, 377.
 - B. (Design) 115, 155, 255, 311, 355, 381.
 - C. (Directing) 182, 282, 382.
- II. Drama (3 Courses): English 226, 365, 366, Theatre Arts 328, 329, Classics 264, 266, French 327, German 335, Spanish 313.
- III. Electives (2 courses): Any of the theatre arts and drama courses listed above and/or Theatre Arts 222, 252, Art 238, 239, Spanish 315.

The Minor in Theatre Arts

The requirements for the minor in theatre arts are six courses: Theatre Arts 105, Theatre Arts 203 or 204; one course in Drama (English 226, 365, 366, Theatre Arts 214, 328, 329); 2 studio courses (Theatre Arts 115, 120, 155, 163, 182, 220, 255, 282, 307, 311, 320, 355, 377, 381, 382); one course in theatre arts or any of the above listed theatre arts or drama courses plus Theatre Arts 252. No more than four courses may be at the 100-level.

Elementary and Secondary Education

The major for students enrolled in the elementary education program consists of ten courses, in addition to the first term of Literary Foundations of Western Culture (IDS 103). Working with the chairperson of the english department, each elementary education student will design a major program following as closely as possible the department's distribution requirement for the major. Students planning to teach English in the secondary schools are required to take English 209 and either 365 or 366. Speech 101, IDS 104, and either Theatre Arts 328 or 329 are strongly recommended. The department cooperates in offering Education 304, Techniques of Teaching and

Curriculum of Secondary English, and Education 411, Internship in Teaching Composition. Students planning to do graduate work in English should develop proficiency in Latin, French, or German.

English majors may take internships in a variety of fields, such as journalism, law, public relations, publishing, radio, and television. Theatre arts majors may take internships in theatre, radio, television, public relations, and arts administration. Students who wish to apply for internships must secure from their advisers a statement of the department's policy regarding application deadline, form of proposal, requirements, and grading.

Distribution Requirements

All courses offered by the department, except English 101, 201, 203, 205, 206, 209, 305, and courses in speech and theatre arts, may be used to fulfill the College distribution requirement in literature. English 205, 206, and all theatre arts courses except 328 and 329 may be used to fulfill the College distribution requirement in arts.

Senior Honors Program

English majors who have shown special promise in English will be invited to complete a thesis and seminar sequence during their senior year. Students taking the program will write a thesis during the fall semester under the direction of a member of the department. During the spring semester they will participate in an honors seminar under the direction of the program director. Only students selected for and successfully completing the program will be eligible to receive honors in English. For details of the program, consult the brochure available in the English department.

101 English Composition

Aims to develop the student's ability to express themselves in clear, accurate, and thoughtful English prose. Not limited to first year students. Repeated spring semester.

Staff

110 The Interpretation of Literature

An intensive study of the dominant literary types: short story, novel, poem, and drama. The course attempts to stimulate a valid appreciation and judgment of literature through precise critical analysis of selected works truly representative of major literary forms. Fulfills distribution requirement in literature. Open only to first year

students and a limited number of sophomores. Offered both semesters.

Staff

150, 151, 152 Survey of English Literature

A historical survey of English literature from *Beowulf* through the twentieth century, with some attention to the social, political, and intellectual backgrounds of the periods under investigation. Selected works will be discussed in class to familiarize students with various methods of literary analysis, and students will write several short critical papers each semester.

Staff

153, 154 Survey of American Literature

A chronological study of American writing from colonial days through the present, with some attention to the social, political, and intellectual backgrounds. Primary emphasis during the first half of the sequence falls on the Puritans and American Romantics; the second half surveys writers from the Romantics forward, including such figures as Chopin, James, Williams, Stevens, Faulkner, Hughes, as well as selected contemporary writers.

Staff

201 Advanced Expository Writing

An intensive course in advanced rhetorical techniques, with particular emphasis on analysis of evidence, selection of appropriate style, and importance of revision.

Ms. Stavropoulos, Mr. Garnett

203 Journalism

A general introduction to journalism. Students can expect to spend their time practicing the techniques of writing news copy, feature, sports, and editorial articles; composing headlines; doing make-up; and working at copy reading and rewrite.

Ms. Henry

205, 206 The Writing of Fiction, Poetry, and Drama

A workshop in the writing of short stories, verse, and plays, with an analysis of models. Either course may be used to fulfill the distribution requirement in arts.

Ms. Larsen

209 History of the English Language

Provides a historical understanding of the vocabulary, forms, and sounds of the language from the Anglo-Saxon or Old English period to the twentieth century.

Mr. Baskerville

210 Theories of Literature

Undertakes to examine and compare the various wars in which literature has been regarded: its sources, forms, and purposes. The history of critical theory surveyed, from Plato and Aristotle to the present, with emphasis upon the modern period and such movements as New Criticism, structuralism, deconstruction, and feminist criticism. The goal of the course is to make students aware of themselves as readers.

Ms. Berg

226 Introduction to Shakespeare

A course that endeavors to communicate an awareness of Shakespeare's evolution as a dramatist and of his importance in the development of Western literature and thought. Designed for students not majoring in English.

Mr. Myers

231 to 260 Studies in Literature

An intensive study of a single writer, group, movement, theme, or period. May be counted toward the major. Fulfills distribution requirement in literature. Open to first year students. Studies offered in 1991-92 included Personal History: Autobiography, Diaries, and Letters; and The Nineteenth Century Novel.

Staff

305 The Writing of Poetry and Short Fiction: Advanced

A course open to students who have demonstrated that their skills in the writing of poetry and fiction might be further developed. The goal of each student will be the composition of a group of poems or short stories. *Prerequisites:* English 205, 206.

Ms. Larsen

310 - 319 Topics in Medieval and Renaissance Literature

A variety of authors, themes, genres, and movements will be studied, ranging from Anglo-Saxon poetry and prose through Shakespeare's works. Several sections, each dealing with a different subject, will be offered each year.

Mr. Baskerville, Mr. Myers, Ms. Stavropoulos

320 - 329 Topics in Seventeenth- and Eighteenth- Century Literature

A variety of authors, themes, genres, and movements will be studied, ranging from Donne and Herbert through Johnson and Boswell. Several

sections, each dealing with a different subject, will be offered each year.

Ms. Lambert, Mr. Myers, Ms. Stavropoulos, Ms. Stewart

330 - 339 Topics in Nineteenth- and Twentieth- Century Literature

A variety of authors, themes, genres, and movements will be studied, ranging from Blake, Wordsworth, and Coleridge through Yeats, Eliot, Woolf, and selected contemporary writers. Several sections, each dealing with a different subject, will be offered each year.

Ms. Berg, Mr. Garnett, Mr. Goldberg, Ms. Johnson

340 - 349 Topics in American Literature

A variety of authors, themes, genres, and movements will be studied, ranging from colonial writers through selected contemporary authors. Several sections, each dealing with a different subject, will be offered each year.

Mr. Fredrickson, Mr. Stitt, Mr. Winans

Topics offered in 1991-92 included Metaphysical and Baroque Literature, Restoration and Early Eighteenth-Century Literature, Victorian Aesthetics, American Realism, Twentieth-Century American Fiction, Epic to Romance, Mid to Late Eighteenth-Century Literature, Studies in the Eighteenth-Century Novel, British Writers Between Wars, Contemporary American Poetry, and Twentieth-Century Fiction Since 1940.

362 Chaucer

Examination of selection of Chaucer's minor poems and of five of his major poems (including "Troilus and Criseyde" and "Canterbury Tales") as the means of assessing the poet's response to literary influences and of tracing the development of his original genius.

Mr. Baskerville

365, 366 Shakespeare

A course that seeks to communicate an understanding both of Shakespeare's relation to the received traditions of his time and of his achievement as one of the most important figures in Western literature. Language, characterization, and structure in each of the numerous plays will be carefully analyzed. English 365 will focus on the early plays through *Hamlet* and *Troilus and Cressida*. English 366 on the later plays.

Mr. Myers

401, 402, 403, 404 Seminar

Intensive studies of announced topics in Medieval and Renaissance literature, in seventeenth- and eighteenth-century literature, in nineteenth- and twentieth-century literature, and in American literature. *Prerequisite:* Senior standing in the major or departmental permission.

Staff

420 Honors Seminar

An intensive study of an announced topic under the guidance of the Director of the Senior English Honors Program. *Prerequisite:* Successful completion of an honors thesis. Offered in the spring semester.

Staff

Seminars offered in 1991-92 included Manners, Mistresses, and Mayhem; Romantic Aesthetic Thought; and Mark Twain in Literature and Film.

464 Honors Thesis

An individualized study project involving the research of a topic and the preparation of a major paper under the direction of a member of the department. This research and writing will be done during the fall semester of the senior year.

Prerequisites: By invitation of the department only.

Staff

Individualized Study

An individual tutorial, research project, or internship under the supervision of a member of the staff. A student must submit a written proposal to the department well in advance of registration.

Prerequisite: Approval of the department and of the directing faculty member. Offered each semester.

Staff

Theatre Arts

The major in theatre arts is described, page 89. Any theatre arts course may be used to fulfill the distribution requirement in arts.

105 Introduction to Theatre Arts

An overview of theatre, including its historical background, its literary works, its technical aspects, and its performance techniques. Students will study the theatre of today in relation to its predecessors and in terms of its modern forms in cinema and television. Students will read texts and analyze methods used in bringing those works into production. Field trips will offer opportunities to critique performances.

Mr. Hanson, Ms. Howe

115 Theatre Production

A course designed to provide an extensive investigation of the historical and contemporary trends and practices essential for theatre production. The student gains an understanding of theatre procedures and acquires a grasp of the equipment necessary for the execution of scenery, properties, sound, and stage lighting. This course is a combination of lecture and laboratory work and requires backstage participation in college productions.

Mr. Hanson

120 Fundamentals of Acting

The study of the theory and technique of the art of acting; voice technique for the stage; the use of pantomime, including the study of gesture and movement. Emphasis will be placed on the discipline and control of the body and the voice to best serve the actor. Improvisation will be employed. In addition, students will be expected to perform in scenes for class analysis. *Prerequisite:* Permission of the instructor.

Ms. Howe

155 Fundamentals of Stage Design

Basic theories and technique of design for the stage. The theory behind the design, and the interrelationship of scene design, lighting, costumes, and properties. How stage design interprets the themes and moods of a play as well as identifying period and place will be studied. This course will follow a lecture-discussion format and involve extensive studio work. Students will analyze, create, and execute basic designs for the Laboratory Theatre Series in association with students in Theatre Arts 182. *Prerequisite:* Theatre Arts 115 and/or permission of the instructor.

Mr. Hanson

163 Introduction to Dance

An overview of the history and development of modern dance with emphasis on the early pioneers (Duncan, Denis-Shawn, Humphrey, Weidman, Hawkins, Cunningham), intended to develop an appreciation of dance as an art form. The study of form and technique and the physical application thereof. Emphasis will be placed on the discipline and control of the body to best serve the dancer.

Staff

182 Fundamentals of Directing

The study of the theory and technique of the art of the director; how a play is selected; play analysis; tryouts and casting; the purpose and technique of

blocking, movement, and stage business. Students are required to direct scenes in class and a short play as part of the Laboratory Theatre Series. *Prerequisite:* Permission of the instructor.

Mr. Schmidt

203, 204 History of the Theatre

A survey of the theatre from the primitive to the present. Emphasis is placed on the relevance of theatre design, production techniques, and acting styles to the plays of their periods, and the relationship between society and the theatre it nurtured. The first semester covers Greek, Roman, Medieval, Elizabethan, and Oriental; the second semester is devoted to the Italian Renaissance, French, Neoclassical, the Restoration, and the eighteenth, nineteenth, and twentieth centuries.

Mr. Schmidt

214 Survey of Dramatic Literature

An overview of dramatic literature from the Greeks to the present. Play structure is analyzed, and comparisons made between methods of executing plot, development of character, and theme. Contents includes plays from the Greek and Roman periods, medieval, Elizabethan and seventeenth through twentieth centuries. Emphasis will be placed on written analysis.

Ms. Howe

222 Advanced Acting

Further study in the theory and techniques of the art of the actor, the analysis and interpretation of acting roles, and the building of characterization. Roles, both comic and tragic, from Contemporary Restoration, Elizabethan, Commedia dell'Art, and Greek theatre will be analyzed and performed.

Prerequisite: Theatre Arts 120 and/or permission of the instructor.

Mr. Schmidt

222 Oral Interpretation of Literature

An analytical and structural study of recognized prose, poetry, and dramatic selections which will facilitate individual rehearsal and performance of the literature. These readings will incorporate the Readers Theatre format and emphasis will be placed on developing an appreciation for the literary work as a complete aesthetic unit. Students will be challenged to recognize their potential for speaking and reading before an audience. The class will employ an ensemble approach and present several public performances during the semester.

Mr. Hanson

252 Studies in Film Aesthetics

A study of historically significant films, film theory, and criticism intended to develop an appreciation for film as an art form. The students will keep a journal of critical responses to films, write short critical papers, and will become familiar with writing that has been done about films.

Mr. Fredrickson

255 Advanced Stage Design

Examination of historical and contemporary theories of scene, lighting, and costume design. Students will consider design as the visual manifestation of the playwright's concepts. Besides designing the same play for proscenium, arena, thrust, and profile stages, and a period play for a period other than its own, students will complete advanced designs in scene, lighting, and costumes, and create designs for the Laboratory Theatre Series in association with students in Theatre Arts 282. *Prerequisite:* Theatre Arts 155.

Mr. Hanson

282 Advanced Directing

Further studies in the theory and technique in the art of the director. Students will engage in directional analyses of plays representing different periods. Particular attention will be given to contemporary methods of presentation, with special emphasis on arena and thrust staging. In addition to directing scenes in class, students will direct two scenes and a one-act play for public presentation, the latter as part of the Laboratory Theatre Series.

Prerequisites: Theatre Arts 155 and 182 and/or permission of the instructor.

Mr. Schmidt

307 Theatre Arts Practicum - Acting

A practical learning experience in acting. During a seven-week period, students will perform in three children's theatre productions and will also participate in three mainstage productions as part of Gettysburg Theatre Festival's summer program. Students are afforded the opportunity of working alongside professional actors and under professional direction before discriminating audiences. Commedia dell'Arte improvisational techniques are employed in the creation and rehearsals of the children's theatre offerings. A study of the works of the authors represented on the mainstage, analyses of the literary and theatrical aspects of the works to be produced, as well as discussions sessions and workshops with the professional actors and directors are included in class work.

Mr. Schmidt

311 Theatre Arts Practicum - Technical

A practical learning experience in technical theatre. During a seven-week period students will participate in the varied technical aspects of mounting three mainstage productions as well as three productions offered by the Theatre for Children as part of the Gettysburg Theatre Festival's summer program. Hands-on experience will be gained from the construction, painting and placement of sets, hanging and running of stage lights, and the construction and gathering of properties and costumes. A study of the theatrical aspects of the works to be produced and analyses of the concepts and techniques employed in this production and others of a similar nature (both contemporary and historical) are integral aspects of the course.

Mr. Hanson

320 Problems in Acting

A course designed for students who have demonstrated the skill and talent to undertake further studies in acting which will culminate in an independent study project. *Prerequisite:* Theatre Arts 120 and 220 and/or permission of the instructor.

Mr. Schmidt

328, 329 Twentieth-Century Drama

A study of major dramatists from Ibsen to the present and of dramatic movements such as realism, naturalism, expressionism, as well as Theatre of the Absurd. The first semester includes Ibsen, Strindberg, Chekhov, Shaw, Pirandello, Odets, O'Neill, and others; the second semester begins after World War II and includes Williams, Miller, Osborne, Pinter, Beckett, Ionesco, Genet, and others. Fulfills the literature requirement and does not fulfill the art requirement.

Mr. Schmidt

355 Problems in Stage Design

A course designed for students who have demonstrated the skill and talent to undertake further studies in design which will culminate in an independent study project. *Prerequisites:* Theatre Arts 155 and 255.

Mr. Hanson

377 Theatre Arts Practicum - Acting (Advanced)

An advanced practical learning experience in acting for students who have demonstrated that their skills in performing before the public (both young and old) might be further developed. Students will

continue work begun in Theatre Arts 307; they will be expected to produce mature and advanced work and undertake a broader range of roles and more complex ones. *Prerequisite:* Theatre Arts 307.

Mr. Schmidt

381 Theatre Arts Practicum-Technical (Advanced)

An advanced practical learning experience in technical theatre for students who have demonstrated that their skills in the technical aspects of theatre might be further developed. Students will continue work begun in Theatre Arts 311 and will be expected to undertake more advanced assignments in set construction, stage lighting, costumes, and properties. *Prerequisite:* Theatre Arts 311.

Mr. Hanson

382 Problems in Directing

A course designed for students who have demonstrated the skill and talent to undertake further studies in directing which will culminate in an independent study project. *Prerequisites:* Theatre Arts 182 and 282.

Mr. Schmidt

Individualized Study

A production of a major work, a tutorial, or an internship under the supervision of a member of the staff. A student must submit a written proposal to the department well in advance of registration.

Prerequisites: Approval of the department and of the directing faculty member.

Speech**101 Public Address**

A study of the basic principles of public address. Emphasis is placed on developing both a theoretical and practical understanding of oral communication through lecture and reading assignments, as well as through practice in preparing, organizing, delivering, and criticizing speeches in class.

Mr. Hanson

201 Advanced Public Address

An analysis of public address as an art form and as an important civilizing force in Western society. Students will have the opportunity to apply concepts and strategies they have learned in Speech 101.

Prerequisite: Speech 101.

Mr. Hanson

Environmental Studies

Gigi Berardi, Coordinator

Environmental Studies is an interdisciplinary program that studies the interdependence of the human being and the natural environment, investigating the nature of that relationship and the forces affecting environmental quality. According to the program currently under development, students can minor in Environmental Studies. Within the minor, students will be able to focus on (1) policy issues concerning environmental management and conservation; or (2) on biogeography; or (3) on physical and technological aspects of environmental management.

Together with the Environmental Studies Coordinator, the Environmental Studies Committee (ESC), consisting of faculty members in Biology, Chemistry, Physics, Philosophy, and Economics, directs the program.

Students may ask any member of the ESC to supervise independent study or research in areas such as environmental ethics, environmental impact assessment, hazardous waste disposal siting, or environmental policy legislation.

211, 212 Environmental Science

A study of the impact of humans on their natural environment, with an emphasis on ecological principles. Human population growth; energy utilization and dependence; deforestation and agricultural practices; air and water pollution; climate change and declining biodiversity.

Recommendations

In addition to Environmental Studies 211 and 212, the ESC recommends the following courses for students interested in environmental studies:

- Biology 300: Plant Physiology
- Biology 305: Ecology
- Economics 341: Environmental Economics
- Geography 310: Physical and Human Geography
- IDS 240: Energy—Production, Use, and Environmental Impact
- Philosophy 105: Contemporary Moral Issues
- Philosophy 356: Topics in Philosophy—Environmental Ethics
- Sociology 203: World Population

Some of these courses carry prerequisites.

French

Professor Viti

Associate Professors Gregorio, Michelman, A.

Tannenbaum (*Chairperson*), and Richardson Viti

Assistant Professor Arey

Instructor Faucon

Adjunct Assistant Professor Exton

Teaching Assistant LeBournault

Overview

Foreign language study not only teaches students much about their native tongue, but also introduces them to another people's language, literature, and customs. This awareness of cultural and linguistic relativity is one of the hallmarks of a liberal education.

Introductory French courses develop students' skills in spoken and written French and acquaint them with the literature and culture of the French-speaking world. Language laboratory work is mandatory for all beginning students. With emphasis on oral/aural proficiency, it complements classroom instruction in the language.

Advanced language allows the student to reach the higher level of mastery in French required in more specialized study and usage. In the more advanced literature and civilization courses, students study French writing and culture in greater depth, thereby gaining considerable knowledge of and insight into France's past and present achievements in all fields of endeavor. Majors (and, indeed, non-majors as well) are moreover encouraged to study abroad, either in the College-sponsored programs at the Université de Haute Bretagne in Rennes or at the Institute for American Universities in Aix-en-Provence, or in another approved program, as an inestimable enhancement to their understanding of the country, its people, and its language. When students choose the College-sponsored course of study in Rennes or Aix, both credits and grades are transferred and financial aid may be applied to participation in the program.

Students specializing in French will find that their major studies, in addition to their humanistic value, afford sound preparation for graduate study and for careers in teaching or interpreting. A knowledge of French will also be invaluable to them in the fields of international business and government as well as social work. *All courses offered in the department are conducted in French.*

Requirements and Recommendations

The French major curriculum is made up of *two sequences*:

- 1) A group of *five* required courses – 301, 302, 307, 308, 309 – which, unless there is a valid basis for exception, should be taken first and *in the order presented above* (although 307 and 308 may be taken simultaneously);
- 2) A set of *four* electives chosen from among the other departmental offerings on the 300 and 400 levels.

All majors, and especially those planning study abroad or on certification in secondary education, are urged to take 311 or 312 or both, if possible. Individualized study may be taken only once as part of the minimum requirements for the major. These requirements may be waived in special cases at the discretion of the department. Majors are encouraged to study in a French-speaking country, although this is not a departmental requirement. All majors must take at least one course within the department during their senior year.

Requirements for a minor in French involve a total of six courses. For students who begin in the 101-102, 103-104, or 201-202 sequences, 202 will count toward the minor. In addition, students must take 205, 301-302, and *two* additional courses, of their choice, above 302.

Students who begin in 205 must take, in addition, 301-302 and *three* other courses above 302.

Students who begin on the 300 level must take 301-302 plus *four* additional courses above 302. As with the major, courses taken abroad may be counted toward a minor, subject to the approval of the department chairperson.

Students contemplating a minor in French must see the department chairperson to receive a handbook for minors and to be assigned a minor adviser.

Students who have completed the language requirement and who wish to continue in French, but do not contemplate either a major or minor, may take 205, 301, 302, 307, 308, or 309. Permission of the department chairperson is required for entry into all other courses. French 307 is a prerequisite for majors and minors for all *literature* courses above the 200 level (however, students may take 307 and 308 simultaneously).

Prior to their first registration at the College, all students receive preregistration materials which give detailed instructions on language placement and fulfilling the distribution requirement in foreign languages. The following courses fulfill the distribution requirement in literature: French 205, 307, 308, 309, 318, 321, 322, 326, 327, 328, 331, and 400 where appropriate.

The distribution requirement in foreign languages may be fulfilled by successful completion in French of 201-202, 205. The equivalent of intermediate achievement may be demonstrated by an advanced placement examination or the Departmental Placement Examination given during the First Year Orientation. *No student may continue French at Gettysburg unless he/she has taken the Departmental Placement Examination.* French 205 satisfies both the foreign language requirement and the literature requirement. This course emphasizes intensive reading of complete works of literature for comprehension and analysis of style. Students who qualify and choose this alternative should have adequate preparation in reading French prose. A student who shows unusual proficiency in 201 may, with the consent of the department chairperson, take 205 and thereby fulfill the language and literature requirements. French 331 fulfills the distribution requirement in non-Western culture as well as in literature.

Special Facilities

Language Laboratory in Musselman Library/Learning Resources Center.

Special Programs

See Study Abroad, C.I.E.E. Program at the Université de Haute Bretagne, Rennes, France and Institute For American Universities Program in Aix-en-Provence.

La Maison Française (The French House)

Students may elect to live in this separate residential unit staffed by a native-speaking assistant. French is the principal language spoken in the house and residents help plan and participate actively in various French cultural activities on campus (see *Other Activities* below).

Other Activities

The department and La Maison Française sponsor various activities and organizations such as the weekly French table in the Dining Hall, the Cercle Français (French Club), French films, and lectures.

101-102 French for Beginners

Elements of speaking, reading, and writing French. Language laboratory usage is required. Enrollment limited to those who have not studied French previously. A student may not receive credit for both 101 and 103 or for both 102 and 104.

*Staff***103-104 Elementary French**

Fundamentals of speaking, reading, and writing French. Language laboratory usage is required. Enrollment limited to those who have previously studied French and who are enrolled according to achievement on the Departmental Placement Examination. A student may not receive credit for both 101 and 103 or for both 102 and 104.

*Staff***201-202 Intermediate French**

Grammar review and practice in oral French in the fall semester, with stress on reading and written expression in the spring. Contact with French culture is maintained throughout. Enrollment limited to those who have previously studied French and who have completed 101-102 or 103-104, or who are enrolled according to achievement on the Departmental Placement Examination. Successful completion of 201 is a prerequisite for entry into 202.

*Staff***205 Readings in French Literature**

Two objectives of skill in reading French prose for comprehension and reading a significant amount of French literature of literary and cultural merit. This course differs from French 201, 202 in that it emphasizes reading for comprehension of content. Enrollment limited to those who have previously studied French and who are enrolled according to achievement on the Departmental Placement Examination.

*Staff***301, 302 French Structure, Composition, and Conversation**

Applied grammar and syntax at an advanced level; exercises in directed and free composition; group discussion and presentation of individual oral work. Extensive use of film. Offered every year.

*Staff***303 Phonetics and Diction**

Phonetic theory, practice, and transcription. Intensive training in pronunciation and diction. Intended for majors/minors prior to foreign study. Alternate years.

*Ms. Tannenbaum***304 Advanced Stylistics**

Intensive practice in the refinement of writing skills directed towards a sophisticated and idiomatic use of the language. Components of course work include composition, translation, comparative stylistics, French for use in commercial and other correspondence, and work in the spoken language.

Prerequisites: French 301-302.*Staff***307 Approaches to Literary Analysis**

Reading and analysis, in their entirety, of representative selections of prose, poetry, and theatre. This course aims to introduce students to interpretive strategies, and to make them more aware of and competent in the art of reading. Offered every year. *Prerequisite:* French 202 or equivalent. This course is required of all majors and is a prerequisite for all literature courses on the 300 level.

*Staff***308, 309 Masterpieces of French Literature:****Middle Ages to 1789; 1789 to Present**

A survey of French literature in two parts, through reading and discussion of complete works of some of France's most outstanding authors. Although major emphasis will be placed on the study of these masterpieces, the broad outline of French literary history, styles, and movements will also be covered. Offered every year. *Prerequisite:* For 309, French 307 or equivalent (307 and 308 may be taken simultaneously). Required of all majors.

*Staff***311 French Civilization I**

Study of French history from the time of the Gauls to 1945, as seen through such cultural manifestations as literature, cinema, and the arts. Focus is on specific areas of historical interest (the age of Louis XIV, the Revolution, etc.) in a chronological framework.

Prerequisite: French 301 or equivalent. Alternate years.*Staff***312 French Civilization II**

Study of French history and contemporary culture from 1945 to the present, as seen through multiple cultural manifestations (journalism, cinema, the arts, television, etc.). Emphasis is on contemporary lifestyles and attitudes, politics and culture.

Prerequisite: French 301 or equivalent. Alternate years.*Staff*

318 Literature of the Middle Ages and the Renaissance

Study of early French literary texts: epic poems, lyric poetry, plays, and romances; sixteenth-century prose and poetry. *Prerequisite:* French 307 or equivalent. Alternate years or every third year.

Staff

321 Seventeenth-Century Theatre

French drama, comedy, and tragedy of the classical period. Corneille, Moliere, and Racine. *Prerequisite:* French 307 or equivalent. Alternate years.

Mr. Gregorio

322 Eighteenth-Century French Literature

An examination of the Age of Enlightenment through lecture and discussion of representative works of fiction, non-fiction, and theatre by such authors as Voltaire, Diderot, Rousseau, and Beaumarchais. *Prerequisite:* French 307 or equivalent. Alternate years.

Ms. Tannenbaum

326 Nineteenth-Century Prose Fiction

Reading and analysis, through lecture and discussion, of nineteenth-century novels and short stories of such major authors as Constant, Hugo, Sand, Stendhal, Balzac, Flaubert, Maupassant, and Zola. *Prerequisite:* French 307 or equivalent. Alternate years.

Mr. Viti

327 Contemporary French Theatre

A study of major trends in modern French drama: surrealism, existentialism, the absurd. *Prerequisite:* French 307 or equivalent. Alternate years.

Ms. Richardson Viti

328 Contemporary French Novelists and Their Craft

A study of representative works by major twentieth-century French novelists from Gide, Proust, and Colette to Butor, Duras, and Robbe-Grillet. *Prerequisite:* French 307 or equivalent. Alternate years.

Ms. Richardson Viti

331 La Francophonie

A survey of the imaginative literatures of such French-speaking countries and areas as Africa north and south of the Sahara, Canada, Vietnam, the West Indies, Louisiana, and others. Aside from their intrinsic literary worth, the selections will afford a perception of the impact and adaptation of French language and culture among widely diverse

populations of the world. Alternate years. Fulfills the distribution requirement in non-Western culture.

Prerequisite: French 307 or equivalent.

Mr. Michelman

400 Seminar

An intensive study of a particular aspect of French literature, civilization, or culture to be determined by the instructor. Past offerings include *The Art of Emile Zola* and *The Image of Women in French Literature: A Feminist Perspective*. *Prerequisites:* Senior or Junior majors/minors; permission of the instructor and approval of department chairperson. Offered every year.

Staff

Individualized Study

Guided readings or research under the supervision of a member of the staff. *Prerequisites:* Permission of the instructor and approval of the department chairperson.

Staff

German

Associate Professors Armster (*Chairperson*), Crouner, McCordle, and Ritterson

Instructor Lill

Teaching Assistant Zientek

Overview

One of the attributes of a truly liberated individual is acquaintance with the language and culture of at least one foreign nation. The offerings of this department are designed to contribute to the attainment of this goal. Apart from the values accruing from the mental discipline demanded by language learning and the practical utilization of such learning in the areas of research and technology, international trade, diplomacy, teaching, and foreign travel, it is hoped that doors will be opened to an understanding of the German people and an appreciation of their significant contributions to the world's cultural heritage.

Through the use of the foreign language in the classroom and correlative audio-lingual drill in the laboratory, effort is directed toward the development of a reasonable proficiency in speaking and listening comprehension as well as in reading and writing.

Requirements and Recommendations

German 202 or equivalent proficiency is considered a prerequisite to all higher-numbered German courses, unless specified otherwise.

Major Requirements. A major consists of a minimum of nine courses beyond the intermediate language level, including 251 and 252; 301, 302 (or 303, 304); two courses from those numbered 211, 212, 213; and two courses from those numbered 328, 331, 333, 335. Majors preparing to teach German in secondary schools must also take Education 304, Techniques of Teaching and Curriculum of Secondary German (does not count toward German major).

Majors must spend at least one semester studying in an approved program in a German-speaking country. Majors who take a study abroad program may count no more than six of those courses toward the major and must take at least two German literature courses in their senior year.

Majors who, by the end of the junior year, have not demonstrated a satisfactory level of competency in the reading, writing, speaking, and listening comprehension of German, as determined by the department's staff, will be assigned such additional work as considered necessary and appropriate to the attainment of such competency by the end of the senior year.

Minor Requirements. A minor is offered in German. For students beginning at 201 or below, the German minor consists of 201, 202 (or equivalent intermediate coursework in Cologne), 301, 302 (or equivalent advanced coursework in Cologne), and any two courses from those numbered 211, 212, 213, 235, 251, 252, 328, 331, 333, and 335. For students beginning at the 301 level, the minor consists of 301, 302 (or equivalent advanced coursework in Cologne) and any four courses from those numbered 211, 212, 213, 235, 251, 252, 328, 331, 333, and 335.

Distribution Requirements

The distribution requirement in foreign language may be satisfied by completion of German 202 or any 300-level course.

Any of the following courses may be used to fulfill the distribution requirement in literature: German 119, 120, 251, 252, 328, 331, 333, 335.

German 211, 212, or 213 may be used to fulfill the distribution requirement in the area of history/philosophy. With the consent of the history department, these same courses may be counted toward a history major.

Special Programs

Fall Semester in Cologne, Germany

Every fall semester students are invited to participate in the semester study abroad program conducted by the German department in Cologne, Germany. This program is open to all students, sophomore through first-semester senior, regardless of major, who have completed a minimum of one year of college German or the equivalent. The student registers for the normal course load (4-5 courses). Two courses are German language courses from the following offerings:

- 203, 204 Intermediate German;
- 281, 282 German Grammar and Conversation;
- 303, 304 Advanced German.

The others are taught in English from the areas of political science, economics, management, history, art history, and literature. These include the following:

- Art Hist. 215 German Art from the Middle Ages to Today;
- Economics 271 Comparative Economic Systems;
- Pol. Sci. 273 Aspects of the Social Structure of the Federal Republic of Germany.

Credit for the two German courses is for the 200 or 300 level and constitutes the completion of the language requirement. Students live with German families as regular members of the family. Regular Gettysburg College tuition, room, and board cover all but personal expenses.

Junior Year Abroad

Qualified students are encouraged to study abroad one or both semesters of their junior year. Students can choose from programs administered by American institutions at universities in Munich, Freiburg, Marburg, Heidelberg, Bonn, and elsewhere (see Study Abroad).

German House

Students may elect to live in a specially designated area of a residential unit staffed by a native German assistant. The use of the German language is promoted, and residents help plan and participate actively in various German cultural activities on campus.

German Language

101, 102 Elementary German

Essentials of grammar, composition, pronunciation. Course includes oral and written work, graded elementary reading, and use of audiovisual cultural materials and correlative drill in the language laboratory. Prepares for German 201, 202.

Staff

201, 202 Intermediate German

Continuation of the work of German 101, 102. Progressively more difficult reading is selected to introduce the student to German literature and civilization. Course includes use of audio-visual cultural materials and correlative drill in the language laboratory. *Prerequisite:* German 102 or its equivalent.

Staff

235 German Conversation

Intermediate-level conversation course with emphasis on everyday, applied usage of the language for nonliterary purposes. Limited enrollment of ten students. Does not count toward fulfillment of language requirement. May, with departmental approval, count toward minor or major. May be taken concurrently with German 202. *Prerequisite:* German 201 or its equivalent.

Staff

301 Advanced German

Designed for advanced work in the language and intended for students who have successfully completed at least German 202 as well as for qualified incoming students. The plan of study incorporates extensive reading and intensive practice in aural comprehension, oral expression, and directed composition. Conducted mostly in German.

Staff

302 Advanced German

Continuation of exercise in the skills of German 301. Students will be asked to present oral reports and to write resumes and compositions on the materials read. Conducted in German. *Prerequisite:* German 301 or demonstrated equivalent preparation.

Staff

German Culture Studies**211, 212 Survey of German Culture to 1945:
Origins to 1790, 1790-1945**

Study of the cultural history of the German people from their beginnings to 1945, including an appreciation of their major contributions to the world's cultural heritage. Either of these is accepted in fulfillment of the distribution requirement in the area of history/philosophy.

Staff

213 Survey of German Culture Since 1945

Study of the culture, society, and politics of contemporary Germany, including a comparison of the social systems and of attempts to deal with the problems of the present and future. Assigned readings include both critical/analytical and literary works. A knowledge of German is not required. This

course is accepted in fulfillment of the distribution requirement in the area of history/philosophy. Alternate years.

Staff

German Literature**119,120 German Literature in Translation**

Critical analysis and appreciation of form and content of representative German literary masterpieces, selected from the literary periods from the Middle Ages to the present, together with an examination of the times and cultural circumstances which produced these works. Does not count toward a major in German. This course is accepted in fulfillment of the distribution requirement in literature.

Staff

251 Interpreting German Literature

An introduction to how we read and comprehend literary prose, poetry, and drama, both for their intrinsic qualities and for a clearer understanding of their place and time. This course aims to develop a sense for the art of reading, interpretive strategies for literary study, and a valid basis for the appreciation and judgement of literature. Students will read, discuss, and write about selected literary texts, considering in the process a few of the preeminent critical approaches to literature. Conducted mainly in English, with readings in German. *Prerequisite:* German 202 or equivalent. This course is required of all German majors, and is a prerequisite for all literature courses above the level of German 252. It is accepted in fulfillment of the distribution requirement in literature. Offered every year.

Staff

252 Survey of German Literature

An introductory literature course for students who have finished the equivalent of two years of college German. Students will analyze selections of German literature from the eighth century to the present, paying attention to the social, political, and intellectual background. Both in content and in its use of German, the course prepares students for, and is a prerequisite to, upper-level literature courses. Classes will be conducted in English and German. *Prerequisite:* German 202 or its equivalent. The course is accepted in fulfillment of the distribution requirement in literature. Offered every year.

Staff

328 Goethe's Faust

Intensive reading and analysis of the work in class. Lectures and discussions highlight its aesthetic, moral, and ethical values and autobiographical significance, together with an examination of its modern cultural implications. Outside reading and reports.

Staff

331 Narrative Literature

A course in German prose narrative, represented primarily in writings from the early eighteenth century to the present. Works read will reflect particularly the development of German narrative since the emergence of the modern novel and *Novelle*. Readings are in German; the course is conducted in German and English. *Prerequisite:* German 251 or permission of the department. *Staff*

333 Lyric Poetry

A study of German Lyric poetry from the earliest examples to the works of contemporary poets. Class discussions of the readings will concentrate on the interrelations of form, content, and idea. The course will also consider the historical place of works by major figures. Readings are in German; the course is conducted in German and English. *Prerequisite:* German 251 or permission of the department. *Staff*

335 German Drama

Reading and critical analysis, through discussion and lecture, of representative dramas from the eighteenth century to the present. Included may be works by Lessing, Schiller, Goethe, Kleist, Buchner, Hebbel, Hauptmann, Brecht, Durrenmatt, Frisch, Braun, Hacks, and others. Readings are in German; the course is conducted in German and English. *Prerequisite:* German 251 or permission of the department. *Staff*

400 Senior Seminar

Intensive study of selected aspects of German language, literature, and civilization through reading, discussion, and oral and written reports. Topics will be selected with a view to affording students an opportunity to strengthen their knowledge in the areas not covered in their other course work in the department. *Staff*

Individualized Study

Guided reading or research under the supervision of a member of the staff. *Prerequisite:* Consent of the department. *Staff*

Greek – See *Classics*

Health and Physical Education

Associate Professors Biser (*Chairperson*), Claiborne and Donolli
 Assistant Professors Headley and Reider
 Adjunct Instructors Cantele, Cookerly, Ford, Hancock, Lewis, Lottes, Perna, Showvaker, Staub, Sterner, B. Streeter, and C. Wright.
 Coaches: Campo, Drexel (*Women's Coordinator, Assistant Athletic Director*), Janczyk, Kirkpatrick, D. M. Reich (*Director of Campus Recreation*), Petrie, Pfitzinger, Rawleigh (*Assistant Athletic Director*), Reich, Riggs, Streeter, Wilson, Winters (*Director of Intercollegiate Athletics*), Wawrousek, D. Wright (*Assistant Athletic Director*).

Overview

The Department of Health and Physical Education is in harmony with the purposes of our liberal arts institution and our philosophy is a holistic one. We believe in the Greek ideal of "a sound mind in a sound body." The College stresses the individual need for total fitness for all students through our required courses. Our majors' courses offer those students with a particular interest in health and physical education a rewarding and well rounded educational and life experience.

A major in health and physical education (HPE) is an excellent preparation for specific areas such as state-approved teaching certification in health and physical education (K-12), certification in athletic training, and allied health careers. With proper course selection, students can qualify for post graduate work in allied therapy fields such as physical, occupational, and recreational therapy. The College has recently entered into an agreement with Hahnemann University Graduate School for early acceptance of selective Gettysburg graduates who meet the criteria for admission into the entry-level Master's Degree Program in Physical Therapy.

Requirements and Recommendations

All HPE majors must satisfy all of the College distribution requirements. Psych. 101 and Soc. 101 are the preferred social science courses. Biology 101 and 112 are required of all students in the major and should be taken during the first year of college.

Majors in HPE are required to complete seven core courses plus courses in an area of concentration. The seven core courses are as follows: HPE 112, 209, Biology

210, HPE 214, 218, 309, and 320. In addition to taking the core program, all HPE majors will select an area of concentration, and complete the courses specified.

- a) *Allied Health Science Track*: Each student will be required to take the following courses: HPE 101, 102, 201, 202, 310, 361, 415, 449, Math 107 or HPE 332 and Chemistry 101, 102 and/or Physics 101, 102. It is highly suggested that HPE 211 and Biology 224, 309 and Chemistry 203, 204 be taken by those students considering graduate work in a allied health careers (physical therapy, athletic training, exercise physiology, sports medicine, etc.).
- b) *Teacher Education Track*: For the student in the teacher certification program (K-12) elementary and secondary teacher education, the following courses must be scheduled: HPE 101, 201, 202, 301, 302, 211, 230, 332, and Education 201, 209, 303, 304, 476. (See listings and requirements in the education department and under teacher education programs in this catalog).

Faculty advisers are available to help in counseling, but students have the sole responsibility for meeting all major requirements. It is important to declare the HPE major early in the four year curriculum, as failure to do so often means an additional semester or two to complete the program.

The department strongly recommends that all HPE majors complete an internship in order to gain practical experience and insights into a specified area of interest in the field. Internships may be taken during the summer months or during the regular academic year. Applied experiences may be arranged in such settings as sports medicine, physical therapy, adult fitness, cardiac rehabilitation, or sports administration. Grading is contracted between the student and the faculty sponsor on an A-F or S/U basis and is determined by the sponsor and the cooperating internship supervisor.

There is an additional learning experience that the department requires. Each student must participate in our intercollegiate program in one of the following levels: player, trainer, manager, student coach, or laboratory assistant. The above participation must be accomplished once each year that the student is enrolled in the program.

Distribution Requirements

For non-majors in health and physical education, three quarter courses in health and physical education are required for graduation (two quarter

courses for Bachelor of Science in Music Education). These courses are graded only on an S/U basis. They are normally taken during the fall and spring semesters of the first year of college and sophomore year in addition to the general four or five course requirement. One semester of study yielding one quarter course credit is required from each of the three following groups.

Group I - HEALTH/WELLNESS

HPE 107 - Wellness Lifestyles (This course looks at the individual from an emotional, intellectual, occupational, physical, social, and spiritual perspective. Emphasis is on self-responsibility in living a wellness lifestyle).

Group II - FITNESS ACTIVITIES

Basic Karate
Body Conditioning (Aerobics, Anaerobics, Weight Training)
Aerobics
Cardio-Respiratory Fitness*
Fitness Swim
Intro-To-Dance**
Running & Jogging (Self-Paced)
Swimnastics
Tri-Athlete Training
Water Polo
(These courses are designed to improve cardio-respiratory fitness).

*For Obese Students

**Requires Extra Fee

Group III - RECREATIONAL SKILLS

Activities for Children
Archery
Badminton
Basketball
Beginner's Swim
Golf
Horsemanship**
Indoor Lacrosse
Indoor Soccer
International Games
Lifeguarding**
Racquetball
Scuba**
Skiing**
Softball
Tennis
Volleyball
Water Polo

(These activities are designed for the development of teaching Life Time Skills).

**Requires Extra Fee

Students may choose to satisfy Group II or Group III activities and skills by HPE 161, Contracts (Individualized Program). HPE 161, Contracts, can be selected to satisfy only one semester of the distribution requirement.

Students who are unable to participate due to medical reasons in the regular programs should enroll in HPE 106, Adapted Physical Education, which can be substituted for courses in any group except HPE 107, Health/Wellness in Group I.

101, 102, 201, 202, 301, 302 Major Skills

Skill development and methods and techniques of class organization and instruction for the following physical education activities: lacrosse, field hockey, wrestling, swimming, gymnastics, folk-square-social dance, baseball, softball, tennis, badminton, elementary school teaching, golf, archery, soccer, speedball, elementary-junior high-senior high games and recreational activities, basketball, volleyball, and track and field. This course is for health and physical education major students. 1/4 course each.

Staff

112 Foundations of Health Physical Education, and Recreation

Introductory study of the development of health, physical education, and recreation programs from historical, philosophical, and contemporary perspectives. Special emphasis will be placed on current controversial issues existing in physical education and athletics, as well as on the diversity of career options available within the allied health sciences.

Ms. Claiborne

209 Human Anatomy

An introductory course in human anatomy. Systems of the body will be examined with emphasis placed on the integration of structure and function. Topics covered in laboratory and lecture will be cells, connective tissues, skeletal system, muscle tissue, nervous system, special senses, and circulatory system. *Prerequisites:* Biology 101, 112.

Mr. Biser

Human Physiology (See Biology 210)

211 Personal and Community Health

A critical look at the relevant health issues of this decade. Careful inspection of data concerning drugs, human sexuality, marriage and family living, old age, pollution, etc. is included along with the examination of the relationship of personal health problems

to the community at large. *Prerequisites:* HPE 209, Biology 210 or permission of the instructor.

Mr. Reider

214 Sports Medicine

Prepares the prospective coach for the prevention and care of injuries. Course includes instruction about protective equipment, safety procedures, and facilities, as well as preparation of the athlete for competition, emergency procedures, post-injury care, and medical research related to training and athletics. Material in the official Red Cross Standard and Advanced First Aid courses will be given and certificates can be earned. Practical work covered includes massage, taping, bandaging, and the application of therapeutic techniques.

Mr. Biser, Mr. Cantele

218 Kinesiology

Study of voluntary skeletal muscles, in regard to their origins, insertions, actions, and interrelationships with the body systems, with particular emphasis on the importance of wholesome body mechanics.

Prerequisite: HPE 209 or permission of instructor.

Mr. Donolli

230 Nutrition and Performance

An investigation into the area of human nutrition, focusing upon the nutrients and factors which affect their utilization in the human body. Emphasis will be placed upon the effects of the various nutrients on fitness and athletic performance. Topics such as nutritional quackery, weight control, and pathogenic practices among athletes will be addressed.

Prerequisite: Biology 101. Not offered 1991-92.

Ms. Claiborne, Mr. Headley

240 Sport Psychology

Study of the principles and concepts used in sports psychology. The topics of personality and the athlete, success strategies of performance, and motivational theories will be covered in depth. A history of sports psychology and the psychology of play and competition will also be stressed. *Prerequisite:* Psychology 101.

Mr. Janczyk

309 Physiological Responses to Endurance Training

Serves to acquaint the student with the physiological mechanisms that are involved in circuit, interval, and aerobic type endurance training. The physiology of cardio-respiratory and muscular responses will be covered. The students will be involved in practical

application of the training methods studied. A pre-exercise and post-exercise test of significant endurance responses will be administered to each student.

Mr. Headley

310 Principles and Techniques of Adult Fitness

Designed for students to gain an understanding of exercise prescription for healthy adults and for those with coronary heart disease risk factors. Standard fitness testing techniques will be demonstrated in supplemental laboratory sessions. All exercise testing and prescription considerations will be taught in accordance with guidelines established by the ACSM. *Prerequisite:* HPE 309 or permission of the instructor.

Ms. Claiborne, Mr. Headley

320 Adapted Physical Education and Health

Inspection provides instruction and experience in the health inspection and observation of the school environment and of school children. Specific abnormalities of people are studied, and exercises are adapted for individuals to allow more complete personality and physical development through activity. A laboratory experience will allow students to gain first-hand experience in working with a handicapped person. *Prerequisites:* HPE 209, 218, Biology 210, or permission of the instructor.

Mr. Rawleigh, Mr. Reider

332 Measurement and Evaluation in Health and Physical Education

Concentration on test preparation in the cognitive, psychomotor, and affective domains; application of measurement and evaluation optics; analysis of data through the use of computers; and participation in field experiences with standardized testing. Laboratory activities will acquaint students with testing situations and procedures in measuring the parameters of health and physical education.

Mr. Reider

361 Sports Medicine II

An in-depth look at sports injury evaluation, treatment protocol, and rehabilitation programs. Basic first aid, CPR, and taping procedures are assumed. Comparison and analysis of facilities, modalities, and treatment/rehabilitation programs will be accomplished. Professional interaction with doctors and other allied health field professionals is required. This course is required for qualifications to sit for the N.A.T.A. Certification exam. *Prerequisites:* HPE 209, 214, Biology 210.

Mr. Donolli

415 Advanced Exercise Physiology

An in-depth study of various factors affecting human performance, with emphasis on regulation of various bodily functions at rest and during physical activity. Laboratory activities will acquaint the student with equipment and testing procedures used in measuring physiological parameters. *Prerequisite:* HPE 309.

Ms. Claiborne, Mr. Headley

449 Introduction to Research

Provides a theoretical basis for conducting, interpreting, and analyzing research in physical education and exercise science. The course focuses upon problem identification, project planning and instrumentation, and data collection which result in a written senior thesis presented to HPE faculty. *Prerequisite:* HPE 332 or Math 107 or permission of the instructor.

Ms. Claiborne

464 Honors Thesis

Will provide an opportunity for selected senior HPE majors to conduct an original research investigation under the direction of a thesis committee. Upon completion of a formal thesis, each student will orally present the nature and results of the study to the entire HPE staff. Successful completion of the program will entitle the student to receive credit for one course which can be applied toward the HPE major. *Prerequisites:* HPE 449 and *by invitation of the department only.*

Staff

Requirements for a minor in Health and Physical Education

Requirements for a minor in health and physical education involve a total of six courses. Students must meet the prerequisite in the natural sciences by completing Biology, 101, 102, or 112. The following five courses are required: HPE 209, 214, 218, 309 and Biology 210. The student may choose one course from the remaining to complete the minor: HPE 230, 241, 310, 332, 361, 415, or 449.

History

Professor Boritt

Associate Professors Birkner, Chiteji, Fick, Forness,
and Stemen (*Chairperson*)

Assistant Professors Clay and Hardwick

Adjunct Associate Professor J. Holder

Adjunct Instructors Jayes and Leighow

Overview

The department aims to acquaint students with the concept of history as an organized body of knowledge which is "the memory of things said and done." Mastery within this broad field provides an appreciation of history as literature, an understanding of our heritage, and a standard by which one may thoughtfully evaluate our own time. Through classroom lectures and discussions, an introduction to research, and seminars, the department encourages the student to develop as a liberally educated person. Courses which the department offers help prepare students for graduate study and for careers in teaching, law, the ministry, public service, business, and other fields.

Requirements and Recommendations

Requirements for a major are ten courses, including History 109, History 300 (in the sophomore year), and one of the senior research seminars. All majors must pass at least four additional 300 level courses chosen from at least two of three groups: American, European, or Asian history. Senior research seminars, numbered 402 to 414, are normally restricted to history majors, for whom one is required. A selection from the list of seminars is offered each year. They provide students with an opportunity to work in small groups with a member of the staff in the study of a selected topic. Typically participants are expected to engage in reading, discussion, oral reports, and writing formal papers based on individual research. The minor in history consists of six history courses, of which no more than two may be at the 100 level and at least two must be at the 300 level. One course may be from the list of courses from other departments listed below that count toward the major. No courses taken S/U may be included.

Greek 251 (Greek History) and Latin 251 (Roman History) may be counted toward the ten-course requirement for the history major. A student who has declared a double major in history and a modern language may, with special permission from the chairperson of the department of history, count one

of the following courses toward the ten-course requirement for the history major (but not toward the 300 level requirement): French 310; German 211, 212, 213; Spanish 310, 311.

Distribution Requirements

All courses except History 300 are acceptable toward fulfilling the distribution requirement in history/philosophy.

The following courses meet the distribution requirement in non-Western culture: 221, 222, 224, 227, 228, 251, 254, 271, 272, 321.

109 Introduction to World History

An overview of world history to the twentieth century. This course identifies separate and interconnected old orders and great traditions of the world before 1400 A.D. and then investigates major transformations of world history from the fifteenth to the early twentieth century. It focuses upon ideas, technologies, and economic imperatives that have shaped political, social, and cultural change.

Staff

110 The Twentieth-Century World

Historical change in the global setting from the ascendancy of the pre-First World War empires to the present. Topics include technological development, imperialism and decolonization, world wars, political revolutions, social and economic forces, and the reshaping of thought and the arts in the diverse cultures of humanity. *Prerequisite:* History 109, Introduction to World History.

Staff

182 Lincoln

A seminar limited to fifteen first year students. Considers Lincoln and black freedom as well as the subjects of politics, statesmanship, mythology, and the uses of history.

Mr. Boritt

203, 204 History of England

Surveys English history from the Anglo-Saxon invasions to the present, emphasizing institutional, social, and cultural developments. Some attention is given to Ireland, Scotland, and the overseas empire. The dividing point between the two courses is 1714.

Mr. Fick

205 The Age of Discovery

A study of maritime exploration and discoveries of the Portuguese, Spanish, English, and French, and

the geographical and technological bases for them, concentrating on the period 1400 to 1550. Attention is given to settlement of the newly-discovered lands, to the indigenous cultures, and to European perceptions of the Americas.

Mr. Fick

209 Women's History since 1500

A survey of the main themes in women's history since 1500, drawing on a comparative approach to incorporate European and American materials. Three roughly equal sections will take up work, sexuality, and gender in politics.

Ms. Hardwick

215, 216 History of Russia

Survey of the major political, social, economic, and intellectual trends in Russian history. The first semester begins with the earliest Russian state and ends with the reign of Catherine the Great. The second semester covers the years from 1801 to the present.

Ms. Clay

221, 222 History of East Asia

A survey of East Asian civilizations to approximately 1800 in 221, and of East Asian political, social, and intellectual developments since the Western invasions of the nineteenth century in 222.

Mr. Stemen

224 Chinese Thought and Culture

An intellectual history of China from the beginning to the eighteenth century. Readings are drawn from philosophy, history, religion, poetry, and fiction, and are studied in the context of the intellectual and artistic culture of the times. Not offered every year.

Mr. Stemen

IDS 227, 228 Civilization of India

Course description included under inter-departmental studies.

Ms. Singh

231 Great Ideas in Early American History

An examination of the intellectual currents which shaped the character of American culture from the colonial period through the Civil War, focusing on ideas and forces including Puritanism, the Enlightenment, Revolutionary republicanism and evolutionary democracy, transcendentalism, and the intellectual impetus of social reform.

Ms. Holder

233 Mission, Destiny, and Dream in American History

An introduction to American history from the seventeenth century to the present by focusing upon the intertwining themes of the American people's belief in their unique mission and destiny in the world and their dream of creating a just and prosperous society. Students will probe the varying manifestations of these themes through major events and movements in American social, economic, and cultural life and in politics and diplomacy.

Mr. Forness

236 Urbanism in American History

An introduction to American history from the perspective of urbanism. Beginning with the colonial town and continuing to the megalopolis of the mid-twentieth century, students will investigate the nature of urban life and its influence upon the course of American development.

Mr. Forness

238 African American History: a Survey

Focuses on aspects of the African American experience from the seventeenth century to the present; special attention will be given to the slave experience; emancipation and reconstruction; racial attitudes; the northward migration of African Americans in the twentieth century; and the Civil Rights movement of the 1950's and 1960's.

Mr. Birkner

239 Architecture and Society in Nineteenth-Century America

A study of American architecture from the neo-classic developments of the late-eighteenth century to the work of Frank Lloyd Wright and his contemporaries at the beginning of the twentieth century, focusing upon relationships between architectural styles and the changing social, economic, and technological factors that influenced American culture.

Mr. Forness

240 History of the American Worker

An overview of the American worker from 1800 through the 1980's, focusing on several broad themes: the industrialization of the United States economy and workers' responses to this trend; the varied backgrounds and characteristics of American workers; employer and government policies towards workers; and the impact of historical events such as wars and depressions on the United States economy and workers.

Ms. Leighow

261 The History of Colonial Latin America

The history of Latin America from the arrival of Columbus to the independence movement in the early decades of the nineteenth century. The course will explore the building of a colonial order as a unique experience of two different societies coming together.

Mr. Betances

262 Modern Latin America

The formation of Latin American republics, focusing upon the interplay between internal processes and external influences. Students will examine the Latin Americans' struggle for political and cultural integration to overcome their colonial heritage and to build national states.

Mr. Betances

267 United States-Latin American Relations

Diplomatic, economic, and cultural relations between the United States and Latin America from the colonial era to the present. Students will examine the topics of cultural stereotypes, military intervention, migration and refugee issues, revolutionary change, and trade and development from both the Latin and North American perspectives.

Ms. Jayes

271, 272 African History and Society

A study of the major themes and events in African history from the pre-colonial era to the present. The first semester covers traditional societies, state formations, Africa's relationship to the world economy, and European exploration and conquest. The second semester examines the events and processes leading to the colonization of Africa and subsequent changes in African societies under colonial rule, the ways in which Africans responded to challenges of colonialism, the rise of African nationalist movements, and post-colonial socioeconomic and political experiments.

Mr. Chiteji

300 Historical Method

A course designed for history majors which introduces the student to the techniques of historical investigation, deals with the nature of history, and examines the relation of history to other fields of study. It also surveys the history of historical writing.

Prerequisite: Two courses in history.

Mr. Birkner

306 Women and Work

A study of changing definitions of gender and work identity. It examines how definitions of "women's work" have evolved from pre-industrial to post-industrial times in Europe and America. It begins with work and gender in household economies, but concentrates on the modern period.

Ms. Hardwick

310 History of Early Modern France

An examination of major themes in French social, economic, and cultural history from the reign of Francis I and the emergence of the Renaissance state to the Revolution with its sweeping away of the order associated with that state. The course will concentrate on the changing social and economic structures of the period as well as on the contemporaneous evolution of "popular" and political culture.

Ms. Hardwick

311, 312 Medieval Europe

A survey of the period from the breakdown of Roman institutions in the West to about 1050, with special emphasis on the role of the Church, the Carolingian age, the Viking invasions, the establishment of the German Empire, and the beginnings of the struggle between Empire and Papacy. History 312 deals with the central theme of the rise of a distinct medieval civilization and the emergence of the Western monarchies. Offered alternate years.

Mr. Fick

313 Renaissance and Reformation

Beginning about 1300, treats the gradual decline of medieval civilization, the major theme being the transition from "medieval" to "modern." It ends about the middle of the sixteenth century with the establishment of Protestantism and the strong movement of reform within the Roman Church. Offered alternate years.

Mr. Fick

314 Age of Absolutism

Beginning with the sixteenth century wars of religion, continues with a study of the Habsburgs' failure to dominate Europe, the Thirty Years' War, the emergence of France to predominance, the development of the absolute state and "enlightened despotism," the rise of new powers by 1700, and economic, cultural, and social developments. Offered alternate years.

Mr. Fick

316 Transformation of Europe, 1750 - 1850

An exploration of the major dual transformation in modern history—the industrial and democratic revolutions. The course will follow the process of transformation from the middle of the eighteenth century to the 1848 Revolutions, ending with an analysis of London's Crystal Palace Exhibition of 1851. Offered alternate years.

Ms. Clay

317 Europe in the Golden Age

From the Paris Commune of 1871 to the settlement of the Great War in 1919. This was an era of rising hopes and illusions, and countless achievements. The course will explore those perspectives and achievements, and the transformations in European economies, states, foreign relations, and in society and thought, that formed the backdrop for the Great War, when Europe's "proud tower" collapsed and a way of life was nearly destroyed.

Ms. Clay

318 Europe and Two World Wars

Studies selected aspects of European history from the outbreak of the First World War in 1914 to the end of the Second World War in 1945.

Ms. Clay

321 Modern China

A study of Chinese history since the Opium War of the nineteenth century, with emphasis on the Nationalist and Communist revolutions. Not offered every year.

Mr. Stemen

332 American Diplomatic History

The foreign relations of the United States since the American Revolution, with emphasis on the twentieth century.

Mr. Stemen

335, 336 American Social and Cultural History

Traces America's major social, religious, artistic, and philosophical movements and their immediate and long-range impact on American life and culture. Beginning with the American Revolution, History 335 covers the period to the Civil War. History 336 continues from that period to the present. Not offered every year.

Mr. Forness

343 Jeffersonian-Jacksonian Era

Covering the period from the 1790's to the Mexican War, treats the development of American national

life and sectional interests under such influences as Jefferson's agrarian republicanism and the new democratic movements of the Jacksonian period. Not offered every year.

Mr. Forness

345 Civil War

The trauma of America from the end of the Mexican War to Appomattox, moral judgments in history, political culture, economic interests, diplomacy, and war.

Mr. Boritt

348 Early-Twentieth-Century America

Deals primarily with the major political, economic, and social developments in the United States from about 1900 to 1945. Some attention is given to the role of the United States in the world during this period.

Mr. Birkner

349 The United States Since 1945

Deals with the major political, economic, and social developments in the United States since 1945, and with the demands made upon the United States as a leading world power.

Mr. Birkner

Senior Research Seminars:**402 Tudor England**

Mr. Fick

407 American Diplomacy in the Early Cold War

Mr. Stemen

410 Abraham Lincoln

Mr. Boritt

412 Eisenhower and His Times

Mr. Birkner

413 Decolonization in Africa

Mr. Chiteji

414 The Far West before the Civil War

Mr. Forness

Individualized Study

An individual tutorial, research project, or internship requiring the permission of an instructor who will supervise the project. The instructor can supply a copy of the statement of departmental policy regarding grading and major credit for different types of projects. Either semester.

Staff

Interdepartmental Studies

Associate Professor Winans
 Adjunct Assistant Professor M. Baskerville
 Adjunct Instructors Powers and Dombrowsky
 Lecturers Jones and Nordvall
 Scholars-in-Residence Ding and Kaijage

The Committee on Interdepartmental Studies offers courses and coordinates specialized interdepartmental programs. These may include international programs (such as summer study in Nicaragua) and global/area studies.

Among other opportunities for Interdepartmental Studies is the special major: a student, with the consent of two supervising faculty members from different departments, may design a coherent program of at least ten courses focusing on a particular issue or area not adequately included within a single department. It may be based on any grouping of courses drawn from any part of the curriculum so long as the proposed major is coherent, serves a carefully defined purpose, and includes no fewer than eight courses above the 100 level, three or more courses at the 300 level, and a 400-level individualized study course. The Committee on Interdepartmental Studies has final responsibility for approving special majors. (See page 26 for a fuller description).

By nature of their objectives and content, Interdepartmental Studies courses cross the lines of departments and specialized disciplines. For example, some of these courses attempt to provide the common body of knowledge traditionally associated with a liberal education; others attempt to integrate the understanding of different kinds of subject matter; and still others combine methodologies from diverse departments and disciplines. Most notably, the Senior Scholars' Seminar challenges an invited group of seniors, representing as many academic departments as possible, to apply their skills to the investigation of a problem which crosses the boundaries of, and demands the methods of, several disciplines.

In addition to the courses listed below, courses of an interdepartmental nature can be found in this catalog under the **African-American Studies** program and the **Women's Studies** program.

103, 104 Literary Foundations of Western Culture

A study of selected major literary works of Western culture. Authors included range from Homer and Plato through St. Augustine and Dante to Shakespeare, Milton, and Goethe. By means of reading and discussing complete works of literature, the student is introduced to those humanistic skills that have traditionally distinguished the liberally educated person. Fulfills distribution requirement in literature.

Staff

111, 112 Ideas and Events Behind the Arts (See listing under Art Department)

206 Byzantine Civilization

A seminar on the civilization that centered on Constantinople from its founding as the new capital of the Roman Empire in 330 to its capture by the Ottoman Turks in 1453. All aspects will be discussed: the army and navy, education and scholarship, religions, economics, social life, sports, administration, art and architecture, and international relations. Fulfills the distribution requirement in history/philosophy. May be counted in the requirements for a religion major.

Mr. Trone

211 Perspectives on Death and Dying

A study of death and dying from a variety of perspectives: psychological, medical, economic, legal, and theological. Dignity in dying, what happens after death, euthanasia, body disposal, AIDS, and other such problems are examined. Fulfills distribution requirement in history/philosophy. May be counted in the requirements for a religion major.

Mr. Moore

215 Contemporary French Women Writers (in English)

An investigation of the "myth of woman"—a male invention as Simone de Beauvoir pointed out—through various twentieth-century texts. Students will read everything from a novel by this century's earliest and most notable French woman writer, Colette, to the exposition of Luce Irigaray on Freud and Julia Kristeva on the feminine in language. All readings and discussions will be in English.

Ms. Richardson Viti

227, 228 Civilization of India

First course: cultural developments from Indus Valley Civilization to coming of Muslims, with

emphasis on Buddhism, evolution of Hinduism, and their representation in art and literature. Second course: historical factors underlying Hindu-Muslim antagonism as well as contemporary political and economic problems. Fulfills distribution requirement in history/philosophy and the distribution requirement in non-Western culture. Alternate years. Offered 1992-93.

Ms. Powers

235 Introduction to African Literature

A survey in English of modern sub-Saharan African literature. After an introductory section on background and the oral tradition, the course will treat the primary themes of this writing, many of which bear the stamp of the colonial experience and its aftermath. Representative novels, plays, and poetry will be read and discussed for their artistic value and cultural insights. Short papers, mid-term and final examinations are required. Fulfills distribution requirement in literature and the distribution requirement in non-Western culture. Alternate years. Offered 1992-93.

Mr. Michelman

237, 238 Literature of India

Study of major Indian literary works in translation. First course: Vedic hymns, major epics, Sanskrit drama, Gupta love poetry, and political fables. Second course: Tamil epic and lyrics, devotional poetry, Islamic literature, and the modern novel. Complete works are read from the standpoint of religion, history, and aesthetics, using criticism from Western and Indian sources. Fulfills distribution requirements in literature and in non-Western culture. Alternate years. Offered 1991-92.

Ms. Powers

239 Architecture and Society in Nineteenth-Century America

(See listing under History Department)

240 Energy: Production, Use, and Environmental Impact

Conventional as well as alternative energy sources are examined with respect to supply, price, technology, and environmental impact. U.S. consumption patterns are studied and the potential of conservation is addressed. Sample topics include nuclear reactors, fossil fuel supply, photovoltaics, air pollution, greenhouse effect, and energy efficient architecture. *Prerequisite:* One college science course. Not offered 1992-93.

Mr. Cowan

244 Introduction to American Folklore

Begins with discussions of the nature of folklore and some sense of history of the discipline, including information on current approaches and methodologies. This will be followed by material on the folk group, the folk process, the folk performance, the nature of folk world-views, and guidance on doing folklore research. The emphasis will then shift to a survey of the various folklore genres found in America, from the narrative genres of folktale, to folk song, folk music, and folk dance.

Mr. Winans

246 Irish Quest for Identity: The Irish Literary Revival

A study of the culture and history of Ireland as reflected in its literature in English c. 1880-c. 1940. The course will explore how Ireland, principally through her writers, succeeded in reviving and asserting her unique Gaelic identity during the decades immediately preceding and following the War of Independence (1916-1921). Authors to be studied will include Samuel Ferguson, Standish Hayes and Standish James O'Grady, Douglas Hyde, Augusta Gregory, W. B. Yeats, J. M. Synge, George Russell, James Stephens, Sean O'Casey, and James Joyce. Fulfills literature requirement. Alternate years. Offered 1991-92.

Mr. J. Myers

247 Maintaining Irish Identity: Modern Irish Literature

A survey of Irish literature since the 1940's. The course will examine how poets, dramatists, and writers of fiction have responded to the problems of maintaining an Irish identity on a partitioned island and in the contemporary world. Special attention will be given to the inter-relationship of Catholic and Protestant and rural and urban traditions. Authors to be studied will include the following: from drama, Samuel Beckett, Hugh Leonard, Brian Friel, Thomas Murphy; from poetry, Seamus Heaney, Patrick Kavanagh, Austin Clarke, Eilean ni Chilleain, John Montague, Eavan Boland; from fiction, Sean O'Faolain, Mary Lavin, Edna O'Brien. Fulfills literature requirement. Alternate years. Offered 1992-93.

Mr. J. Myers

250 Criminal Justice

Overview of the criminal justice system in the United States and role in that system of features such as police, attorneys, trials, and prisons. Major United

States Supreme Court cases are read to illustrate the nature of legal reasoning and criminal justice problems. Not offered every year. Offered 1990-91.

Mr. Nordvall

254 Vietnam: War and Protest

An interdisciplinary exploration of the Vietnam War (1964-1975), with attention paid to the history of Marxism in southeast Asia, French colonialism, the military and political history of the American involvement, the peace movement in the U.S., and the literature generated by the war. Outside speakers and audio-visual materials will be used extensively.

Mr. Dombrowsky and others

255 Science, Technology, and the Nuclear Arms Race

Study of the effect of technology on the many aspects of the Nuclear Arms Race. Coverage includes nuclear weapons effects, strategic arsenals, past and current attempts at arms control, nuclear proliferation, and conflicting foreign and domestic policy objectives. Special emphasis will be given toward understanding future technological trends.

Mr. Pella

260 The Holocaust and the Third Reich

An intensive study of selected writings (poetry, prose, drama) which demonstrate the possibilities of literary expressions in response to the Holocaust. Students will read various writings in English by German and non-German writers, including Heinrich Boll, Ilona Karmel, Gunter Grass, and Elie Wiesel. The course will also include such films as *The Tin Drum*, *The White Rose*, and *Night and Fog*. No knowledge of German is required. Does not fulfill literature requirement.

Ms. Armster

272 Gods, Heroes and Wagner

A study of the artistic and philosophical thought of composer Richard Wagner as expressed in his monumental music drama, *Der Ring des Nibelungen*. Wagner, a contemporary of Marx and in many ways no less revolutionary, adapted the myths and legends of the Germanic past to dissect European reality of the nineteenth century. By utilizing various approaches (biographical, mythological, literary, political/historical, aesthetic, musical, psychological), students and instructor will attempt to assess Wagner's position in his own age as well as his impact on succeeding generations, including that which embraced the ideology of national socialism. No knowledge of German or background in music is required.

Mr. McCordle

276 Sub-Saharan Africa and the External World

A study of the interaction over time between sub-Saharan Africa and the larger world community, with particular focus on relationships between sub-Saharan Africa and Europe, the Orient, and the New World, showing the mutual influence in the economic, political, and cultural spheres. Fulfills the distribution requirement in non-Western cultures.

Mr. Kaijage

285 Chinese Poetry

A study of Chinese poetry and the understanding it gives of Chinese civilization and the Chinese way of life. The Chinese have a time-honored poetic tradition which this course will examine. Over a hundred Chinese poems will be analyzed and appreciated, both from a social and historical perspective and from an aesthetic perspective. The course will encourage reflection on Chinese history, politics, folklore, social institutions, and customs. Fulfills the distribution requirement in non-Western culture.

Mr. Ding

320 Human Sexual Behavior

Discussion of biosexual, sociosexual, and psychosexual development in a cultural-behavioral setting. Resources from a variety of disciplines will be discussed as they relate to the present-day social-sexual milieu. Seminar format. In-depth research investigation required. Enrolls seven women and seven men.

Mr. Jones

340 Ancient Egypt: Its Language, Literature, Art, and History

A study of Ancient Egypt's culture as reflected in its language, literature, and art. Although the student's study of the Egyptian language itself will be confined to the script, vocabulary, and grammar of the Middle Kingdom (c. 2240-1570 B.C.E.), Egypt's literature and art from 2900-1100 B.C.E. will be presented in their historical context. Fulfills distribution requirement in non-Western culture and may be counted toward the requirements for a religion major. *Prerequisite:* Permission of the instructor.

Mr. Moore

401 Senior Scholars: The Future of Humanity

Seminar for selected senior students addressing an important contemporary issue affecting the future of humanity. The approach to this issue is multidisciplinary. Authorities of national stature are invited to serve as resource persons, and a final report is published by the seminar participants. The seminar

carries credit for two courses and must be taken in the fall semester. Interested students should consult page 35 of this catalogue for admission criteria.

451 Individualized Study: Tutorial in Interdepartmental Studies

453 Area Studies: Tutorial in Interdepartmental Studies

461 Individualized Study: Research in Interdepartmental Studies

Special Programs Asian Studies

Gettysburg College offers a number of courses for students wishing a sound introduction to Asian culture as part of the liberal arts curriculum. Each Asian Studies course fulfills some distribution requirement. These courses are presented by members of various departments, persons with interests and competence in Asian Studies. A student may construct a special major with concentration in Asian Studies. Students should seek assistance in planning an Asian Studies special major from faculty members who teach courses in this area or from the Committee on Interdepartmental Studies. Course offerings suitable for special majors in Asian Studies are found under many departmental listings.

American Studies

Gettysburg College offers a variety of courses analyzing American life and thought, thereby providing students with many opportunities for creating special majors in American Studies. Such majors may emphasize behavioral analyses, historical perspectives, literary and artistic dimensions, or coherent combinations of such approaches as they are reflected in courses from several departments. For example, special majors could be designed in the areas of early-American culture, modern American social stratification, ethnicity, or the religious and economic values of the American people. Students should seek assistance in planning an American Studies special major from faculty members who teach courses in these areas or from the Committee on Interdepartmental Studies. Course offerings suitable for special majors in American Studies are found under many departmental listings.

Medieval and Renaissance Studies

Through the curricular offerings of eight academic departments and the Interdepartmental Studies Program, the College makes available a wide range

of courses that deal with the civilizations and cultures of the medieval and Renaissance eras. Those eras laid the foundations for many modern ideas and values in the fields of literature, history, religion, political theory, music, art, science, technology, commerce, mathematics, and law. For many students concerned with a more realistic understanding of the rich heritage derived from the medieval and Renaissance worlds, the vitality and creative energy of those eras hold a special fascination and add new dimensions for comprehending contemporary issues.

Students are encouraged to construct special majors in Medieval and Renaissance Studies. Majors in this area might deal with the medieval church and the arts, medieval literature and philosophy, or the ideological and institutional revolutions of the Renaissance. Students should seek assistance in planning such special majors from Professors George Fick (History) or Robert Trone (Religion).

Global Studies/Area Studies

Gettysburg College offers an array of courses in global studies through the course offerings of several departments and through its yearly Area Studies program. Each year the College arranges a program of films, lectures, symposia, and special events focused on an area in the world of critical interest. The program has dealt with such topics as Central America, Vietnam Ten Years After, and Struggle in Southern Africa. Most recently, Area Studies has focused on the Middle East, China in Revolution, Mexico, and Sub-Saharan Africa. To enhance the academic offerings in these areas of study, the College has had the privilege of scholars-in-residence from Israel, China, Mexico, and Tanzania. In subsequent years, Area Studies will turn to Japan, the former Soviet Union, and Brazil. Scholars-in-residence from those areas of the world will be offering courses and guiding individualized studies for students in their areas of interest. Often specific courses are available that study the area focused on for the year. It is always possible for students to enroll in IDS 453, the Area Studies course, in either or both semesters. These tutorial courses require participation in the several aspects of the Area Studies program and a special project under the supervision of a member of the faculty.

Summer Study in Nicaragua

Gettysburg College offers a three-week course of study in Central America. Two courses are offered through Interdepartmental Studies and Spanish, one in environmental politics, and the other in language

study. The program varies slightly from year to year, though it always includes time spent in Leon, a "provincial capital" in western Nicaragua. From there travel and work are possible in other regions of the country. The rest of the stay is spent in Managua. Interested students should contact the Chairperson of the Committee on Interdepartmental Studies or the Chaplain for information on schedule, cost, and course offerings.

Latin – See *Classics*

Latin American Studies

Emelio Betances, Coordinator

Latin American Studies is an interdisciplinary program designed to enrich the student's understanding of the history and present-day world of countries and cultures to our south. By pursuing studies on Latin America, students develop greater appreciation for, and discernment of, an America whose relationship to the United States is of increasing significance. The courses in Gettysburg and the range of exciting off-campus opportunities in Latin America offer the student depth, breadth, and a variety of subject areas for special focus.

Students may choose to create a special major in Latin America studies. Numerous possibilities exist for combining a special major in Latin American Studies with political science, economics, sociology, anthropology, Spanish, history, management, environmental studies, and other fields.

Students who choose the option of this special major are encouraged to study in Latin America. Gettysburg College has three affiliated programs through which students can study in Mexico and Central America and transfer back both grades and credits: (1) a three-week program in Nicaragua following the spring semester which offers credit in either Spanish or Environmental Studies; (2) a semester program at the University of Guadalajara in Mexico for students who have completed Spanish 301; and (3) several semester-long programs in Cuernavaca, Mexico, with themes such as Women and Development, Global Community, Social Policy, and Human Services in Latin America.

Courses on Latin America include the following:

Latin American Studies

140 Introduction to Latin America

A study of the peoples and civilization of pre-Columbian America, and of the institutions, economy, history, and culture of Latin America and the Caribbean from the Spanish conquest to the present. The course reviews several case studies in order to examine how modern Latin America responds to underdevelopment in its struggle for political and cultural integration.

Mr. Betances

History

261 The History of Colonial Latin America

The history of Latin America from the arrival of Columbus to the independence movement in the early decades of the nineteenth century. The course will explore the building of a colonial order as a unique experience of two different societies coming together.

Mr. Betances

262 Modern Latin America

The formation of Latin American republics, focusing upon the interplay between internal processes and external influences. Students will examine the Latin Americans' struggle for political and cultural integration to overcome their colonial heritage and to build national states.

Mr. Betances

267 United States-Latin American Relations

Diplomatic, economic, and cultural relations between the United States and Latin America from the colonial era to the present. Students will examine the topics of cultural stereotypes, military intervention, migration and refugee issues, revolutionary change, and trade and development from both the Latin and North American perspectives.

Ms. Jayes

Spanish

311 Latin American Civilization

Study of the history and culture of Latin America from pre-Columbian times to the present. This course fulfills distribution requirement in history/philosophy.

Prerequisite: Spanish 202 or consent of the Department. Alternate years. Offered 1992-93.

315 An Introduction to Hispanic Cinema

A study of Hispanic cinema from its inception in 1896 through the present, with major emphasis on films made since the advent of revisionary cinema around 1960. The course will focus on the

development and renovation of cinematography, will explore the relationship between cinema and other forms of artistic expression, and will examine the development of Hispanic cinema in the context of the historical circumstances of the Hispanic countries which have been most active in making films. Offered 1993-94.

324 Latin American Contemporary Prose

Emphasizes the novel of the "boom" in Latin America. Major writers such as Gabriel Garcia-Marquez, Mario Vargas Llosa, Carlos Fuentes, Julio Cortazar, Juan Rulfo, and Jorge Luis Borges, among others, will be read. *Prerequisite:* Spanish 304 or consent of the department. Offered 1993-94.

Management

Professors Pitts, Rosenbach, and Schein
Associate Professors Redding (*Chairperson*) and C. Walton

Assistant Professors Star, Stroope, and S. Walton
Instructors Seitz and Tracy
Adjunct Instructor Radosh

Overview

The Department of Management of Gettysburg College provides a distinctive curriculum designed to engender understanding of the role of management in a variety of organizational settings: public, private, local, national, and international. In order to develop the breadth of understanding appropriate for a liberal education, the curriculum is integrative. The curriculum incorporates the historical and social contexts within which managerial decisions are made and brings into clear focus the moral and ethical dimensions of such decisions. Students thus are encouraged and equipped to become informed decision-makers who employ carefully-considered values and the aesthetic and intuitive components of leadership as well as the relevant analytic and technical skills. Most importantly, the curriculum and the manner in which it is taught foster the qualities of critical, creative thinking; the entrepreneurial disposition to be intellectually bold, independent, and innovative; the zest for lifelong learning; and the values so important to vital and socially responsible management in our public and private enterprises. The department offers a major in management, with four areas of concentration: entrepreneurship, human resources, accounting and finance, and international management. In addition to its liberal arts objectives, the department's

curriculum is designed to meet the needs of students who intend to enter graduate professional schools in business administration and related areas, or to pursue a career in public or private enterprises.

The department reserves the right to limit the number of majors in the department. Under procedures established by the department, students interested in majoring in management may be required to make a formal request to the department to declare the major. The department will then select the students who will be accepted as majors according to procedures established by the department and made available to students. Students interested in receiving a copy of these procedures should contact the department.

Requirements and Recommendations

Majors in management are required to complete eight core courses plus a minimum of three courses in one of the four areas of concentration. The eight core courses are as follows: Economics 103-104, Management 153, Economics 241, Management 247, Management 266, Management 267, and Management 400. Each student majoring in management will also be required to take at least three courses in one of four areas of concentration: entrepreneurship, human resources, accounting and finance, or international management.

Students anticipating a management major are encouraged to take Economics 103-104 during the first year.

In order to qualify for departmental honors in management, a student must 1) satisfactorily complete Management 400 during the senior year with a grade of B or better; 2) be recommended by his or her adviser; and 3) have earned a 3.3 departmental grade point average.

The department offers a management internship (Management 473) for selected management majors entering their senior year. The internship is comprised of an employment experience completed during the summer between their junior and senior year, and an academic component completed during fall semester of the senior year. One course credit is awarded for successful completion of the internship. Additional information regarding the Department of Management is contained in *Managing Your Major: Department of Management Handbook*. All majors and potential majors are urged to obtain a copy of this booklet.

153 Financial Accounting

Study of the basic principles, concepts, and problems in recording, summarizing, reporting, and analyzing financial data. Emphasis is placed on reports used by decision-makers, both inside and outside the firm.

154 Managerial Accounting

Study of accounting concepts for planning, control, motivation, reporting, and evaluation by management of the firm. *Prerequisite:* Management 153.

247 Management Information Systems

Integrative systems of people and machines for providing information to support the operations, management, and decision-making functions in an organization. The course examines gathering, storing, transmitting, and manipulating data to provide timely, accurate, and usable information. *Prerequisite:* Management 266 or permission of instructor.

253-254 Intermediate Accounting

Continued and more intensive study of the principles, concepts, and theories prevalent in accounting. Emphasis is on literature and pronouncements of professional accounting groups and regulatory agencies. *Prerequisites:* Management 154 and permission of the instructor.

266 Management and Organization

The decision-making process concerned with the planning, staffing, leading, and controlling the affairs of organizations in the public and private sectors, including profit-making as well as not-for-profit. *Prerequisites:* Economics 103-104 or permission of the instructor.

267 Business Finance

Introduction to the principles and practices involved in the acquisition and administration of corporate funds. Emphasis is placed on financial planning, investment analysis, asset management, and sources and costs of capital. *Prerequisites:* Management 153 and 266, and Economics 241.

270 Organizational Behavior

Theory of behavioral science applied to the organization, with emphasis on the interaction of the individual and the organization. Topics range from individual attitudes and behavior to organizational change. *Prerequisite:* Management 266 or permission of the instructor.

353 Cost Accounting

Concepts of cost accumulation and cost analysis for decision-making purposes. Emphasis is placed on use of these concepts in manufacturing concerns and other organizations. *Prerequisite:* Management 154.

355 Auditing

Introduction to the objectives, concepts, analysis, and procedures underlying the review of financial reports prepared by organizations. Emphasis is placed on the analysis of internal control and the auditor's ethical and legal responsibility. *Prerequisite:* Management 254 or concurrent enrollment.

356 Federal Taxes

Introduction, history of federal income tax, problems of tax bases and rates, economic and social implications of taxation, application of bases problems through research of regulations, and preparation of taxes. *Prerequisite:* Management 154.

357 Not-for-Profit Accounting

Accounting, budgetary financial control, and evaluation procedures for governmental and not-for-profit organizations. Emphasis is placed on the basic differences between commercial and not-for-profit accounting and on managerial uses of information generated by the accounting system. *Prerequisite:* Management 154 or permission of the instructor.

360 Organizational Ethics

Exploration of ethical factors and restraints, recognition of ethical dilemmas affecting managerial decision-making, and policy in private and public sector organizations; examination of a variety of ethical issues, such as those relevant to the environment, consumer protection, discrimination in the workplace, conflict of interest, global economy, social responsibility of organizations, and professionalism; emphasis on case study method. *Prerequisite:* Management 266 or permission of the instructor.

361 Marketing Management

Study of the place of marketing in the world of business; the marketing concept; understanding consumer buying behavior; marketing planning and product policy; sales management; distribution strategy; current problems, influences, and pressures on marketing. Marketing case studies are analyzed and discussed. *Prerequisites:* Economics 103, 104.

363 Business Law

Legal environment of business and how law affects managerial decision-making; introduction to law of torts, business crimes, contracts, sales, product liability, consumer protection, bankruptcy, leases, formation of corporations and partnerships, employer-employee rights, environmental regulation, intellectual property, Uniform Commercial Code; examination of court systems, legal process; discussion of international business law, governmental regulation of business, constitutional issues relevant to business; use of case study method where appropriate. *Prerequisite:* Management 266 or permission of the instructor.

364 Advanced Business Law

In-depth study of contemporary legal environment of business and how law affects managerial decision-making. This course provides an examination of the Uniform Commercial Code, contracts, sales, partnerships, corporations, small business organizations, franchises, banking, bankruptcy and reorganization, property, international transactions, and governmental regulation of organizations. The class explores the principles of tort, contract, and constitutional law. The case study method is employed as appropriate. *Prerequisites:* Management 266 and Management 363 or permission of the instructor.

365 Human Resources Management

Major principles of human resource management from the perspectives of both organizational demands and individual interests. Basic theoretical and applied concepts are covered, including recruitment, selection, performance appraisal, labor relations, compensation, training, and productivity improvement. Focus is also on relevant issues of the decade, such as the work/family interface, privacy, cultural diversity, workplace discrimination, and legal issues. Project work with organizations required. *Prerequisite:* Management 266; Management 270 preferred and required if concentrating in human resources.

368 Investment Management

Investment practices, the risks of investment, and the selection of appropriate investment media for individuals, firms, and institutions. Theories and techniques for maximizing investment portfolio performance are studied. Emphasis is placed on analysis and selection of securities, portfolio management, and the operation of securities markets. *Prerequisite:* Management 267 or permission of the instructor.

381 Small Business Management

Study and critical analysis of the principles and procedures for establishing, developing, and managing a small business. The relevant differences between large and small business management are examined. Attention is given to the personal attributes needed for successful entrepreneurship. *Prerequisites:* Management 153, Management 266, Management 267, and Management 361.

385 International Management

Examination of problems and opportunities confronting business enterprises which operate across national borders, with emphasis on adaptation to different cultural, legal, political, and economic environments. *Prerequisites:* Management 153 and 266.

386 International Accounting and Taxation

Interpretation of foreign financial statements and analysis of accounting, reporting, and disclosure practices around the world. Financial reporting in the international environment. Review of taxation around the world and international tax issues to the multinational firm. *Prerequisite:* Management 153.

400 Policy and Strategy

Integrative capstone course dealing with the role of senior executives in business enterprises. Course focuses on problems of strategy formulation, organization design, and organization renewal. Required of all seniors. *Prerequisites:* Senior status plus completion of all core courses or permission of the instructor.

410 Senior Seminar

Investigation of contemporary problems and special topics of current importance in the field of management. Specific issues to be addressed will be determined by the instructor. *Prerequisites:* Senior status and permission of the instructor.

473 Internship

A minimum of six weeks of on-site participation in management with a public or private enterprise. A student wishing to pursue an internship must submit an acceptable proposal to the Staff Director of Internships during spring semester of the junior year. *Prerequisites:* Junior management major with a minimum 2.0 overall and departmental grade point average.

Individualized Study

Topics of an advanced nature pursued by well-qualified students through individual reading and

research, under the supervision of a member of the department's faculty. A student wishing to pursue independent study must present a proposal at least one month before the end of the semester preceding the semester in which the independent study is to be undertaken. *Prerequisite:* Permission of the supervising faculty member and the department.

Mathematics and Computer Science

Professors: Holder and Leinbach (*Chairperson*)
Associate Professors: DeSilva, Flesner, and Kellett
Assistant Professors: Golfin, Levine, and Tosten
Adjunct Instructors: Leslie and Y. Niiri

Overview

A knowledge of mathematics is an essential part of what it means to be a liberally educated person. Mathematics is both an art and a science. It possesses an inherent beauty and a purity of expression not found to the same degree in any other discipline.

Beyond its intrinsic value, mathematics is indispensable in both the natural and social sciences. It is occupying a position of increasing importance in many other fields. The computer has played a major role in this mathematical renaissance. Thus, it is essential that mathematics majors, as well as other students who will apply mathematics, learn how to use the computer as a problem solving tool.

The mathematics curriculum provides a foundation for students who will specialize in mathematics or in fields that use mathematics. By a careful selection of courses, a student can prepare for graduate study in mathematics, for secondary school teaching, or for a career in a mathematically-related field. Indeed, a major in mathematics provides a good background for virtually any career. Recent graduates have found careers in government, law, management, medicine, and quality control as well as in the more traditional areas of employment for mathematics graduates. No matter what the student's objectives, the curriculum provides courses appropriate for the study of mathematics within the context of the liberal arts.

Requirements and Recommendations

The department offers a choice of two degree programs, the Bachelor of Arts and the Bachelor of Science degrees. The Bachelor of Arts degree is designed for the students who are interested in a broader application of mathematics. The Bachelor of Science degree is designed for the students who are interested in exploring the sciences in depth.

The Bachelor of Arts Program:

The requirements for a B.A. in mathematics are a minimum of ten courses in mathematics and one computer science course. The specific requirements are as follows:

CORE: Math 111 (or Math 105-106), Math 112, Math 211, Math 212, Math 321, and Math 331;

ONE OF: Math 322, or the sequence Math 351, 352:

PLUS: Completion of 3 additional 200- or 300-level Math courses, with at least two at the 300 level;

PLUS: Completion of CS103 by the end of the sophomore year.

The department offers two courses in addition to Math 211, 212 at the 200 level. These courses are Math 208: "Discrete Structures" and Math 262: "Introduction to Operations Research." Either one of these courses, but not both, may count towards the minimum requirements for the B.A. in mathematics.

The Bachelor of Science Program:

In addition to the CORE listed under the Bachelor of Arts program, a candidate for the Bachelor of Science degree in mathematics must complete the following courses:

Math 363: Differential Equations and Special Functions;

Math 364: Complex Variables;

Math 366: Numerical Analysis;

One mathematics elective chosen from any of the department's 200- or 300-level offerings;

Either of the sequences:

Physics 111: Mechanics;

Physics 112: Heat, Electricity, Magnetism, and Relativity; or

Chemistry 111, 112: Fundamentals of Chemistry;

Plus two courses from one of the following groups:

Biology 309, 310, 341;

Chemistry 305, 306;

Computer Science 301, 311, 371;

Physics 310, 319, 325, 330.

The Computing Requirement:

All students are required to complete CS-103 or its equivalent prior to graduation. It is recommended that this course be completed by the end of the second semester of the student's sophomore year.

Minor in Mathematics:

A minor in mathematics consists of six mathematics courses numbered 111 or above. At least two of these courses must be at the 300 level.

105-106 Calculus with Precalculus

Study of differential and integral calculus with precalculus. Topics include basic algebraic concepts, equations and inequalities, functions, introduction to limits, continuity, the derivative, and the definite integral. No prerequisites.

Staff

107 Applied Statistics

Designed for students in the biological and social sciences. Topics include descriptive statistics, fundamentals of probability theory, hypothesis testing, correlation, regression, and analysis of variance. An important aspect of the course is the use of a statistical package on the computer. Credit is not granted for more than one of the following: Mathematics 107, Economics 241, and Psychology 205.

Staff

111-112 Calculus I, II

Differential and integral calculus of one real variable. Topics include introduction to limits, continuity, the derivative, the definite integral, sequences, series, parametric equations, and polar coordinates. Applications will be drawn from the natural and social sciences. No prior experience with calculus is assumed. Four lecture hours per week. Students who have received credit for Mathematics 105-106 cannot also receive credit for Mathematics 111. These students may register in Mathematics 112.

Staff

208 Discrete Structures

The study of mathematical structures essential to the study of discrete phenomena, with an emphasis on an algorithmic approach to problem solving using these structures. Topics covered will include sets, truth tables, methods of proof (including induction), functions, relations, arithmetic in other bases, graphs and trees, matrix algebra, elementary combinatorics, probability, and Markov chains. Examples will be chosen from a variety of disciplines, with emphasis on solutions which are algorithmic and computational in nature. *Prerequisite:* Mathematics 111 or Mathematics 105-106.

Staff

211 Multivariable Calculus

Vectors, vector functions, function of several variables, partial differentiation, optimization, multiple integration, transformation of coordinates, line and surface integrals, and Green's and Stokes' theorems. *Prerequisite:* Mathematics 112.

Staff

212 Linear Algebra

Systems of linear equations, algebra of matrices, determinants, abstract vector spaces, linear transformation, eigenvalues, and quadratic forms. *Prerequisite:* Mathematics 211 or permission of instructor.

Staff

262 Introduction to Operations Research

A study of techniques and tools used in mathematical models applied to the biological, management, and social sciences. Topics selected from the following: optimization, game theory, linear and non-linear programming, dynamic programming, transportation problems, and network analysis. The computer will be used extensively. *Prerequisite:* Mathematics 212. Alternate years. Offered 1992-93.

Ms. DeSilva, Mr. Kellett, Mr. Leinbach

321-322 Analysis I, II

Provides both a rigorous treatment of concepts studied in elementary calculus and an introduction to more advanced topics in analysis. Among the topics studied are elements of logic and set theory, properties of real numbers, elements of metric space topology, continuity, the derivative, the Riemann integral, sequences and series, uniform convergence, and functions of several variables. *Prerequisites:* Mathematics 211 and 212. Mathematics 322 offered in alternate years. Offered 1991-92.

Staff

331-332 Abstract Algebra I, II

A study of the basic structures of modern abstract algebra, including groups, rings, fields, and vector spaces. *Prerequisite:* Mathematics 212. Mathematics 332 offered in alternate years. Offered 1992-93.

Staff

343 Topics in Geometry

A brief introduction to the history of the development of geometries from Euclid to the present, with emphasis on the significance of non-Euclidean geometries. Topics include projective geometry and its subgeometries, from affine to Euclidean. Alternate years. Offered 1992-93. *Prerequisite:* Mathematics 212.

Mr. Flesner

351-352 Mathematical Statistics and Probability

Probability, frequency distributions, sampling theory, testing hypotheses, estimation, correlation and regression, small sample distributions, and applications. *Prerequisite:* Mathematics 212.

Ms. DeSilva, Mr. Golfin

354 Topics in Applied Probability and Statistics

Study of an area of applied probability and statistics not otherwise in the curriculum. Possible subjects include linear modeling, stochastic processes, nonparametric statistics, and quality control.

Prerequisite: Mathematics 351. Alternate years.

Offered 1991-92.

Ms. DeSilva, Mr. Kellett

356 Statistical Decision Theory

An introduction to applied decision theory using Bayesian statistics. Topics will include decision rules, risk, the likelihood principle, utility and loss, prior information and subjective probability, Bayesian analysis, and game theory. *Prerequisite:* Mathematics 351 or Economics 241. Alternate years. Offered 1992-93.

Ms. DeSilva

363 Differential Equations and Special Functions

First order ordinary differential equations, linear differential equations of first and second order, series solutions, Fourier series and integrals, partial differential equations of physics, Legendre polynomials, and Bessel functions. *Prerequisite:* Mathematics 212.

Mr. Golfin, Mr. Holder

364 Complex Variables

Analytic functions, conformal mapping, complex integrals, Laurant series, theory of residues, and potential theory. *Prerequisite:* Mathematics 212.

Mr. Holder, Mr. Leinbach

366 Numerical Analysis

Numerical techniques of solving applied mathematical problems. A heavy emphasis is placed on the interrelation with these techniques and the digital computer. Topics to be covered are numerical solutions of systems of equations, the eigenvalue problem, interpolation and approximation, and numerical solutions to differential equations. Although emphasis is placed on the numerical techniques, consideration will also be given to computational efficiency and error analysis.

Prerequisites: Mathematics 212 and CS 103. Alternate years. Offered 1991-92.

Ms. DeSilva, Mr. Leinbach

381, 382 Selected Topics

Study of some advanced phase of mathematics not otherwise in the curriculum. The subject matter and the frequency of offering the course will be dependent on student interest. Some possible areas for study are point set topology, combinatorics, graph theory, partial differential equations, differential geometry, and number theory.

Prerequisite: Permission of the instructor.

Staff

Individualized Study

Pursuit of topics of an advanced nature by well-qualified students through individual reading, under the supervision of staff members. *Prerequisite:* Permission of the department chairperson.

Staff

Computer Science

Overview

The computer science curriculum enables a student to study systematic approaches to problem solving within the environment of hardware. In the course of this study, the student develops the practice of clear thinking and logical reasoning while learning to analyze information processing tools and systems in areas of application. Within this study there is an emphasis on the human values associated with computing in the modern world.

The available courses cover a wide area of computer science. In addition, upper-division students may, in collaboration with staff members, be involved in ongoing research projects or study topics not covered by the regular course offerings.

The major is designed to give students a broad understanding of both the theoretical and application areas of the discipline. As such, it provides a firm foundation for those intending to do graduate work or to pursue a career in computer science.

Requirements and Recommendations

The major consists of nine courses that include a four-course core, a capstone course (CS 340), and four computer science electives, at least three of which must be chosen from group A listed below:

COMPUTER SCIENCE CORE:

- CS 103: Introduction to Computing
- CS 104: Introduction to Computer Science
- CS 216: Data Structures
- CS 221: Computer Organization and Assembly Language Programming

SENIOR CAPSTONE COURSE:

CS 340: Software Systems/Software Design

COMPUTER SCIENCE ELECTIVES - GROUP A:

CS 301: Theory of Computation

CS 311: Design and Analysis of Algorithms

CS 324: Principles of Operating Systems

CS 341: A Survey of Programming Languages

CS 360: Principles of Database Systems

CS 371: Introduction to Artificial Intelligence

CS 373: Interactive Computer Graphics Systems

COMPUTER SCIENCE ELECTIVES - GROUP B

CS 450: Individualized Study - Tutorial

CS 460: Individualized Study - Research

CS 470: Internship in Computer Science

MGMT 247: Management Information Systems

MATH 366: Numerical Analysis

PHY 241: Introduction to Microprocessors

A minor in computer science consists of six courses that include the CORE and two computer science electives, at least one of which must be chosen from Group A.

Prospective majors in computer science are required to take Math 111 (Calculus) or Math 105-106 (Calculus with Precalculus) and Math 208 (Discrete Structures). They are also encouraged to choose courses from among the following: Math 112, 211, 212, and 331, Philosophy 211, Physics 111, 112, and 240, and Psychology 204.

Students intending to do graduate work in computer science are advised to take Math 351, Physics 240 and 241, and six computer science electives including CS 301 and CS 311.

Facilities

The Academic Computer Center maintains a campus-wide computing network with terminals distributed throughout campus. The network supports several programming languages and applications packages. The department maintains a SUN Sparc station network running the UNIX operating system for use by students studying parallel processing, operating systems, and graphics, as well as for those doing independent research.

There are also microcomputer laboratories featuring both NeXT and MS/DOS machines. An extensive library of software tools is available for student use on these machines.

103 Introduction to Computing

Introduction to the use of computers in a variety of fields through the use of software tools and structured programming. Word processing, spreadsheet, and database software tools are taught from a perspective that emphasizes the underlying principles. The primary focus of the course will be structured programming and problem solving.

Staff

104 Introduction to Computer Science

An introduction to computer science with an emphasis on problem solving methodology and algorithms. Further topics include computer organization, data structures, and software engineering. *Prerequisite:* CS 103 or AP credit in computer science.

Staff

216 Data Structures

An introduction to the major data structures and some of their applications. Topics include linear lists, sets, queues, stacks, linked lists, string processing, trees, graphs, arrays, tables, files, and dynamic memory management. *Prerequisites:* Computer Science 104.

Staff

221 Computer Organization and Assembly Language Programming

Programming at the machine level, with an emphasis on the logical connection of the basic components of the computer and systems programs. Topics include machine and assembly language programming, basic computer operations, hardware organization, systems software, and compilers. *Prerequisite:* Computer Science 104.

Mr. Leinbach, Mr. Tosten

301 Theory of Computation

A study of the basic theoretical principles of the computational model. Topics covered will include finite automata, regular expressions, context-free grammars, Turing Machines, Church's Thesis, Godel numbering, the halting problem, unsolvability, computational complexity, and program verification. *Prerequisites:* Math 208, CS 104. Alternate years. Offered 1992-93.

Mr. Levine

311 Design and Analysis of Algorithms

A survey of the basic principles and techniques for the development of good algorithms. Emphasis is placed on individual development of algorithms and

an analysis of the results in terms of usefulness, efficiency, and organization. Topics include design techniques, worst case and average case analysis, searching, sorting, branch and bound, spanning trees, reachability, combinatorial methods, and NP-hard problems. *Prerequisites:* Math 112, Computer Science 216. Alternate years. Offered 1993-94.

Mr. Leinbach, Mr. Levine

324 Principles of Operating Systems

A study of the fundamental concepts of operating systems. Topics include sequential processes, concurrent processes, processor management, memory management, scheduling algorithms, and computer security. Projects will include the writing of a program to simulate the major components of an operating system. *Prerequisite:* Computer Science 216. Alternate years. Offered 1993-94.

Mr. Leinbach, Mr. Tosten

340 Software Systems/Software Design

A formal approach to the techniques of software design and development. An integral part of the course is the involvement of students, working as a team, in the development of a large software project. Implementation of the software project will be in a high-level language that supports modularity and procedural and data abstraction. Topics include formal model of structured programming, modular decomposition, information hiding, formal program specification techniques, software testing techniques, documentation, and user interfaces. *Prerequisites:* CS 216, one CS course at the 300 level, and permission of the department.

Mr. Tosten

341 A Survey of Programming Languages

A study of the fundamental concepts in the design of programming languages. These concepts include variables, expressions typing, scope, procedures, data types, exception handling, and concurrency. Particular programming languages will be used as examples of different ways for implementing these concepts. *Prerequisite:* Computer Science 216. Alternate years. Offered 1992-93.

Mr. Leinbach, Mr. Tosten

360 Principles of Database Systems

A study of the fundamental concepts of database systems. Topics include the physical organization of databases, indexing techniques, and query processing. Particular models to be studied include the Entity-Relationship, Relational, Network, and Hierarchical Models. Class projects will stress the design and

implementation of a database. *Prerequisite:* Computer Science 216. Alternate years. Offered 1992-93.

Mr. Tosten

371 Introduction to Artificial Intelligence

A study of the process of having machines mimic human behavior. Topics include search heuristics, knowledge representation, logic, natural language processing, rule-based systems, and robotics. Appropriate programming languages will be used to implement projects. *Prerequisite:* Computer Science 216. Alternate years. Offered 1993-94.

Mr. Tosten

373 Interactive Computer Graphics Systems

An introduction to the methods and issues of constructing interactive graphics packages. Topics include graphics input and output devices; scan conversion of lines, circles, and polygons; clipping; polygon filling; graphics primitives; and two- and three-dimensional image processing. Proper interactive sequencing is stressed and students will construct a small interactive graphics package. *Prerequisite:* Computer Science 216. Alternate years. Offered 1992-93.

Mr. Levine

450 Individualized Study: Tutorial

Study through individualized reading and projects of an advanced area of computer science by well-qualified students under the supervision of a staff member. Possible areas of study are software engineering, compiler design, expert systems, parallel architecture, image processing, or topics in the current literature which are of mutual interest to the student and the supervising staff member. *Prerequisites:* Computer Science 216 and permission of the computer science faculty.

460 Individualized Study: Research

Intensive study of a selected topic in computer science or a related area by carrying out a research project in collaboration with a staff member. *Prerequisites:* Computer Science 216 and permission of the computer science faculty.

470 Internship in Computer Science

Completion of a significant project in computer science within an industrial setting, government department, or research institute. The project must receive prior authorization from a staff member, and requires the submission of a satisfactory written report upon completion. *Prerequisites:* Computer Science 216 and permission of the computer science faculty.

Music

Professors Zellner (*Chairperson*) and Nunamaker
Associate Professors Finstad and Matsinko

Instructor Jones

Adjunct Professor Weikel

Adjunct Assistant Professors T. Bowers, Botterbusch,
and LeVan

Adjunct Instructors Baxter, Kang, Light, Tranchitella,
and Swain

Overview

The music department endeavors to introduce students to the historical significance of Western music so that they have an understanding of their musical heritage and some knowledge of current musical trends. Supporting this historical knowledge is acquaintance by students with the basic elements of music (harmony, counterpoint, and form) and discovery of their own abilities through direct contact with, and creative manipulation of, such material. The music curriculum also involves the student in an intensive study of applied music. This encompasses two aspects: individual and group (or ensemble) experience. In the practice room, studio, and recital hall the student has an opportunity to refine the techniques for musical performance. In the ensemble the individual must work within a larger social context to achieve a common musical goal. The program also provides courses for the student who plans to enter the field of music education. These offerings are based on competencies prescribed by the Pennsylvania Department of Education. The music department offers programs leading to a Bachelor of Arts degree in music and a Bachelor of Science degree in music education.

Also available is a minor in music and a major in music within the elementary education certification program, which leads to a Bachelor of Arts degree.

Requirements and Recommendations

The department requires an audition of all candidates proposing to major in music or music education. Appointments for such auditions should be made through the College admissions office. Requirements for a major in music leading to a Bachelor of Arts degree consist of twelve full courses (Music 141, 142, 241, 242, 244, 341, 342, 313, 314, 205, 206, and 456), plus six or seven quarter-courses in the student's major applied area. The major must also participate for four years in an authorized ensemble and present a recital in the senior year.

Music majors in the elementary education program must meet the same requirements as the B.A. degree candidate, with the exception of courses 341 and 342.

The successful completion of the program leading to the Bachelor of Science degree in music education (see page 41) satisfies the certification requirements for teaching music in elementary and secondary schools.

Distribution Requirements

The distribution requirement in arts may be fulfilled by one of the following: Music 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 141, 244, 313, and 314.

Performing Ensembles

All College students are eligible to audition for College Choir, Chapel Choir, Band, and Orchestra. Band members are eligible to audition for Jazz Ensemble, Brass Ensemble, Brass Quintet, Percussion Ensemble, and Clarinet Choir. The jazz improvisation lab is open to selected Jazz Ensemble members. Auditions for all groups are held at the beginning of the school year or at other times by appointment.

101 Introduction to Music Listening

A consideration of the principal music forms against the background of the other arts. Intensive listening is an essential part of the course. Repeated spring semester.

Mr. Baxter, Mr. Matsinko, Mr. Nunamaker, Ms. Light

102 World Music Survey

A study of various selected music cultures found around the world with particular emphasis on the non-Western regions of sub-Saharan Africa, the Middle East, and Asia. Music and music-making activities as well as other related arts will be examined in relation to the cultural contexts in which they are found.

Mr. LeVan

103 The Symphony

The standard symphonic repertoire presented through listening. Attention will be given to stylistic changes in that music from the classic to the romantic and contemporary periods.

Staff

104 Opera

Study of standard operatic works. These are listened to and discussed as examples of drama and music.

Staff

105 Introduction to Contemporary Music

Study of the major trends in twentieth-century music,

with emphasis on the music of Debussy, Stravinsky, Schoenberg, Bartok, and the Avant Garde composers.

Mr. Nunamaker

106 Art Song

Study of the history, interpretation, and style of the art song. Literature will include German, French, English, and American art songs. Extensive listening assignments are required.

Mr. Matsinko

107 Music of the Romantic Era

Study of the philosophical background for nineteenth-century music and its stylistic features. Extensive listening will be done in the areas of orchestral, vocal, and chamber music.

Mr. Nunamaker

108 Women in Music

The study of women's contribution to music from the Middle Ages to the present.

Ms. Light

109 Mozart: The Man and His Music

A study of Mozart's music, with a focus on his life, times, and musical analysis. Extensive listening assignments required.

Mr. Matsinko

110 Survey of Jazz

Study of America's indigenous musical art form from early blues and Dixieland through contemporary big bands. A "live" jazz quartet is an integral part of style analysis.

Mr. Jones

141 Theory I

Fundamentals of basic theory, notation, and nomenclature; introduction to writing skills; basic analytic technique; melodic analysis; correlated sight-singing and aural perception skills.

Mr. Jones

142 Theory II

Continuation of writing skills; analysis and writing of chorales; correlated sight-singing and aural perception skills; keyboard harmony.

Mr. Jones

205 Choral Conducting

Development of a basic conducting technique. Areas of study include vocal problems and tonal development, diction, rehearsal procedures, interpretation, and suitable repertoire for school, church, and community.

Staff

206 Instrumental Conducting

Continued development of conducting skills and score. This involves interpretation, musical styles, balance, intonation, rehearsal procedures, and suitable repertoire for large and small ensembles.

Mr. Zellner

241 Theory III

Study of the common practice period; extensive written and analytic projects; study of musical structure through small forms; correlated sight-singing and aural perception skills.

Mr. Jones

242 Theory IV

Study of late-romanticism to the present day by means of analytic and written projects. Correlated sight-singing, aural perception skills, and keyboard harmony are included.

Mr. Jones

244 Introduction to Music Literature

Study of the major genres, style periods, and composers of Western music. Extensive use of recorded materials is included, with emphasis on the development of aural recognition.

Mr. Matsinko

303 Sixteenth-Century Counterpoint

Introduction to the contrapuntal technique of the sixteenth century through the study of plainsong and early motets. Composition in the small forms is a part of the course. Offered on demand.

Staff

304 Eighteenth-Century Counterpoint

Introduction to the contrapuntal style of the eighteenth century and an analysis of the baroque forms, with attention to linear motion and fundamental harmonic progression. Composition in the various forms is required.

Staff

313 History of Medieval, Renaissance, and Baroque Music

Study of the major forms and styles of music and composers from the pre-Christian era through the eighteenth century. Extensive use of musical examples and recordings is included.

Mr. Nunamaker

314 Music in the Classic, Romantic, and Contemporary Periods

Study of the principal stylistic tendencies from c. 1770

to the present. Extensive listening to, and examination of, illustrative materials is an essential part of the course.

Mr. Nunamaker

320 Principles and Procedures of Teaching Music in the Elementary School

Study of the methods and materials of teaching music in the elementary grades. Various approaches to guiding pupils in perception of, reaction to, and evaluation of, music experience are included.

Alternate years.

Staff

321 Principles and Procedures of Teaching Music in the Secondary School

Study and evaluation of methods, materials, and techniques relative to music classes and performance groups, with a development of a personal philosophy of music education. Alternate years.

Staff

341 Theory V

Study of the capabilities and limitations of the standard wind, string, and percussion instruments. Included is score study, transposition, and emphasis on applied orchestration projects for laboratory performance and critique.

Mr. Zellner

342 Theory VI

Study of the structural organization of music. Included will be the analysis of the larger forms of composition drawn from the standard literature of the eighteenth to twentieth centuries.

Staff

474 Student Teaching

Teaching in public schools in cooperation with, and under the supervision of, experienced teachers. Individual conferences and seminars with the College supervisor and supervising teacher are required. Offered in spring semester only.

Three Course Units

Mr. Zellner

Individualized Study

Prerequisite: Approval of department and directing faculty member.

Applied Music

The department offers instruction in voice, piano, organ, and the standard band and orchestral instruments. The repertoire is adapted to the student's ability. One quarter course credit is given for one half-hour private lesson per week, per semester. Some piano and voice instruction may be in group classes.

Students majoring in music who are candidates for the Bachelor of Arts degree are entitled to eight quarter-courses of private instruction, and those who are candidates for the degree of Bachelor of Science in Music Education are entitled to 12 quarter-courses of private instruction at no additional cost beyond the comprehensive fee.

The department also sponsors various music organizations, including the College Choir, Chapel Choir, Band, and Orchestra. All college students are eligible to audition for any of these, either at the beginning of the school year or at other times by appointment.

111-112 Woodwind Instrument Class

Instruction in the technique of teaching and playing woodwind instruments, using the clarinet as the basic instrument.

Two 1/4 Courses

Mr. Zellner

113-114 Brass Instrument Class

Instruction in the technique of teaching and playing brass instruments. The trumpet or cornet is used as the basic brass instrument.

Two 1/4 Courses

Mr. Zellner

115-116 Stringed Instrument Class

Instruction and practice in the techniques of stringed instruments and the organization of a string section.

Two 1/4 Courses

Mr. Botterbusch

117 Percussion Class

The organization of practical and theoretical materials concerning all of the percussion instruments, their performance techniques, and teaching procedures.

1/4 Course

Mr. Zellner

121 Voice

Private instruction in fundamentals of voice culture, with emphasis upon breath control, resonance, tone quality, diction, pronunciation, and an appreciation of the best works of the masters. Repeated in the spring semester. Fee for one half-hour lesson per week per semester: \$390.

1/4 Course

Mr. Finstad

122 Voice Class

Study of vocal techniques using lectures, class discussions, and demonstrations. The course will have a practical workshop atmosphere: practicing

basic vocal production with emphasis on posture, breath control, diction, and vowel formation. Fee for class lessons per semester: \$390.

1/4 Course
Mr. Finstad

123 Piano

Private instruction in the development of the necessary techniques for facility in reading and interpreting a musical score accurately at the keyboard. Literature includes representative compositions of various styles and periods. Public performance is required of those majoring in this area of concentration. Fee for one half-hour lesson per week per semester: \$390.

1/4 Course
Mr. Matsinko

124 Class Piano

Emphasis on sight-reading, ensemble playing, and harmonizing melodies with various types of accompaniment, as well as playing some of the standard piano literature. Fee for class lessons per semester: \$390.

1/4 Course
Mr. Matsinko

125 Organ

Private instruction designed to include literature of various periods, sight-reading, hymn-playing, chant and anthem accompaniment. *Prerequisites:* satisfactory performance of all major and minor scales (two octaves) and a Bach Invention. Fee for one half-hour lesson per week per semester: \$390.

1/4 Course
Mr. Weikel

127 Band Instrument Instruction

Private instruction emphasizing the fundamentals and repertoire for the performance of woodwind, brass, and percussion instruments. Fee for one half-hour lesson per week per semester: \$390.

1/4 Course
*Ms. Bowers, Mr. Jones, Mr. Kang,
Mr. Tranchitelle, Mr. Zellner*

129 String Instrument Instruction

Private instruction emphasizing both the fundamentals of string playing and repertory. Fee for one half-hour lesson per week per semester: \$390.

1/4 Course
Mr. Nunamaker, Mr. Baxter

131 College Choir

Performs sacred and secular choral literature. In addition to performing on campus and in nearby cities, the Choir makes an annual spring concert tour. Oratorios are presented in conjunction with the Chapel Choir. Four rehearsals weekly.

No Credit
Mr. Finstad

132 Chapel Choir

Performs standard musical literature with the purpose of supporting and assisting the College community in the Sunday morning services. The Choir appears in nearby cities and makes a short tour each spring. Three rehearsals weekly.

No Credit
Mr. Matsinko

133 Band

Performs a wide variety of quality literature for the band. After home game marching performances, the symphonic band presents campus concerts and a spring tour of Pennsylvania and neighboring states. Three rehearsals weekly.

No Credit
Mr. Jones

135 Orchestra

The study and performance of orchestral music of all areas. Membership is open to all students of qualifying ability. Two rehearsals weekly.

No Credit
Mr. Nunamaker

456 Senior Recital

Solo presentation of representative literature of various stylistic periods of the student's major applied area, with emphasis on historical performance practice.

Philosophy

Professor Coulter (*Chairperson*)

Associate Professor Portmess

Assistant Professors Ruesga, Walters, and Weiss

Overview

The departmental objectives are to promote inquiry into perennial philosophical questions such as the nature of justice, happiness, knowledge, and freedom; to produce awareness of the answers that have been proposed in response to these questions; to teach the tools for the analysis of the assumptions and values which underlie different intellectual disciplines; and to promote the application of philosophical analysis to issues of public policy and morality. The study of philosophy encourages the student to develop the ability to analyze problems, understand central issues, and develop alternative solutions. It challenges the student to reflect upon problems involving values, to examine problems in an interdisciplinary way, to examine alternative world views and forms of knowledge, and to develop an awareness of intellectual history. Classes encourage discussion and writing. The study of philosophy is an integral part of an education in the liberal arts tradition.

A major in philosophy is excellent preparation for graduate school or for professional schools in almost any field. It is especially good background for law and the ministry. It will also prove valuable in any occupation which demands clear thinking and the ability to understand the points of view of other people. Individually, philosophy courses will prove useful supplements to course work in other areas. The department is interested in assisting and encouraging students to design special majors in which philosophy is an integral part.

Requirements and Recommendations

Philosophy 101, 103, 105, and 211 have no prerequisites. Any 100 level course or 211 is recommended as preparation for a 200- or 300 level course, though the instructor may grant permission on an individual basis to equivalently prepared students.

A philosophy minor consists of any six courses in the department, only two of which may be 100 level courses. A philosophy major consists of nine courses in philosophy, including 211; at least two out of 203, 204, and 220; three 300 level courses; and 460 (Senior Thesis).

Distribution Requirements

Any course offered by the department may be used to satisfy the distribution requirement in history/philosophy.

101 Introduction to Philosophy

A study of selected philosophical texts which deal with perennial themes such as knowledge, happiness, justice, death, and the nature of reality. The goal is to develop the ability to read about, reflect on, and comment on philosophical issues.

Staff

103 Critical Thinking

An informal logic course designed to help students reflect upon and enhance their ability to think analytically and creatively. Discussions and exercises focus on the techniques characteristic of informal logic (classification or arguments, analysis and evaluation of arguments, identifying informal fallacies, etc.), as well as strategies for intuitive and creative thinking. Technical treatment of analytic and creative methods will be illustrated by appeals to fiction, journalistic pieces, and personal experiences.

Mr. Weiss

105 Contemporary Moral Issues

A study of moral problems facing individuals in our society. Selected readings dealing with moral disputes in business, politics, international affairs, medicine, and social policy will be discussed, along with the ethical theories which the various sides use to make their cases.

Staff

203 Classical Greek and Roman Philosophy

A study of the philosophers and philosophies of ancient Greece and Rome. Major emphasis will be on the Pre-Socratics, Plato, Aristotle, and Hellenistic Neoplatonism.

Mr. Coulter

204 Medieval and Early Modern Philosophy

A study of philosophers and philosophies of medieval and early modern Europe as these reflect the impact of religion and science on the traditional problems and assumptions of philosophy. Major thinkers to be studied include Augustine, Thomas Aquinas, Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, and Kant.

Ms. Portmess

211 Logic and Semantics

An introduction to formal logic and a study of the formal uses of language, with particular reference to

the nature of inference from premises to conclusion; rules for deductive inference; construction of formal proofs in sentential and quantificational logic; the nature of the language; informal inferences and fallacies; and theory of definition.

Mr. Coulter

216 Philosophy and Human Nature

A study of leading philosophical conceptions of human nature. Readings will cover traditional Ancient Greek and Judeo-Christian conceptions, modern philosophical and scientific conceptions, and contemporary perspectives from the philosophical anthropology movement. Special emphasis will be placed on the question of whether there is a distinct human nature.

Mr. Weiss

220 Nineteenth-Century Philosophy

A study of leading European and American thinkers of the nineteenth century, including readings from Hegel, Feuerbach, Marx, Mill, Kierkegaard, Nietzsche, Peirce, and William James.

Ms. Portmess

234 Philosophy of Art

A survey of the major paradigms in the history of aesthetic theory (e.g., formalism, representationalism, expressionism, etc.), with emphasis on the relation of aesthetics to other aspects of philosophy. Such issues as the nature and function(s) of art and the qualifications of a good critic will be discussed.

Mr. Ruesga

350, 351, etc. Topics in Philosophy

Studies of philosophical topics as treated by twentieth-century philosophers. Recent topics have been Philosophy of Natural and Social Science, Environmental Ethics, Philosophy of Religion, Analytic Philosophy, Ethical Theory, Theories of Reality, Feminism and Public Policy, and Philosophy of Mind. Topics will differ each semester and will be announced in advance. *Prerequisites:* major or minor in philosophy, or permission of the instructor.

Staff

460 Senior Thesis

An individualized study project involving the research of a topic and the preparation of a major paper. This will normally be done during the fall or spring semester of the senior year. *Prerequisite:* major or minor in philosophy.

Staff

Physics

Professors Aebersold and Marschall
Associate Professors Cowan and Pella (*Chairperson*)
Assistant Professors Aldinger, Good, and Luehrmann
Laboratory Instructors Cooper and Hayden

Overview

Within wide limits, a physics major can be tailored to meet the needs and desires of individual students. A major in physics is appropriate for those who enjoy the subject and who have no particular career in mind. It is also suitable preparation for careers ranging from government and law to theoretical physics and molecular biology. Gettysburg physics graduates have selected a wide range of fields for graduate study, including astronomy; astrophysics; biophysics; business; geophysics; environmental, electrical, nuclear and ocean engineering physics; and physiological psychology.

Persons who become physics majors ought to be curious about the ways of nature and have a strong urge to satisfy this curiosity. Their success depends upon their ability to devise and perform meaningful experiments, their intuitive understanding of the way nature behaves, and their skill in casting ideas into mathematical forms. No two majors are endowed with precisely the same division of these talents, but they must develop some proficiency in each.

Courses in the department emphasize those theories and principles that give a broad, unifying understanding of nature and the analytical reasoning needed for their use. Laboratory training stresses the design of experiments, the techniques of precise measurement, and the interpretation of data.

Requirements and Recommendations

The physics department offers both a Bachelor of Science and Bachelor of Arts degree for the major.

B.A. requirements:

A minimum of nine physics courses including Physics 111, 112, 213, 240, 310, 312, 319, 325, and 330 are required of all majors. This minimum major is more than adequate preparation for physics certification for secondary school teaching and industrial or government laboratory work. Anyone for whom graduate study is a possibility should plan to take the additional courses described under the B.S. requirements below. Students are not permitted to take more than twelve courses in the department without the permission of the department, unless the thirteenth course is Physics 462 (Independent Study).

In addition, all majors must complete mathematics courses through Mathematics 212 or its equivalent. Majors are expected to exhibit increasing competence with computers as they progress through the courses in the physics curriculum.

First year students who are considering a major in physics should enroll in Physics 111, 112, and Mathematics 111, 112, if possible. Prospective first year majors may also wish to consider taking Physics 101 in the fall semester before taking Physics 111 in the spring. While it is desirable for majors to take either of these first year programs, students may accomplish a full major in physics even if they take Physics 111, 112 in their sophomore year.

B.S. requirements:

In addition to the courses specified above, the B.S. degree requires Physics 462 (Independent Study), and two additional courses in physics (at or above the 200 level). Candidates for the B.S. degree must also complete Mathematics 363. Students planning to continue graduate work in physics should plan on following this course of study.

Minor:

A minor in physics consists of Physics 111, 112, Physics 213, plus any three additional courses in physics beyond the 100 level.

Distribution Requirements

The laboratory science distribution requirement may be satisfied by taking Physics 101 and 102, Physics 111 and 112, Physics 101 and 111, or by taking Astronomy 101 and 102.

The prerequisites listed below in the course descriptions are meant only as guides. Any course is open to students who have the permission of the instructor.

Special Facilities

In addition to well-equipped laboratories in nuclear physics, atomic physics, electronics, optics, and plasma physics, the facilities of the department include a planetarium and an observatory. The observatory features a 16" Cassegrain telescope with a computer-controlled drive, a UVB photometer, and an astronomical spectrometer.

Computational resources include a microcomputer-equipped introductory laboratory, a microcomputer resource room, a microvax, two Sun workstations, and terminals to access the College mainframe

computers, a VAX 6210 and a Sun 4/690. In addition, the department is networked to all other computing resources on campus, including Internet.

Support facilities in Masters Hall include the physics library, a machine shop, and an electronics shop.

Engineering

The department administers the Dual-Degree Engineering Program with Columbia University, Washington University in St. Louis, and Rensselaer Polytechnic Institute. Students selecting this program take Physics 111, 112, and 213, and graduate from Gettysburg with a major in physics upon successful completion of an engineering degree at Columbia, Washington University in St. Louis, or RPI. The Dual-Degree Engineering program is further described on page 50.

More details regarding the physics and the Dual-Degree Engineering Program are described in the *Handbook for Students* prepared by the Physics Department. Majors and prospective majors should request a copy from the Physics Department office.

101 Solar System Astronomy

An overview of the behavior and properties of planets, satellites, and minor members of the solar system. Subjects include basic phenomena of the visible sky, gravitation and orbital mechanics, the results of telescopic and space research, and theories of the origin and evolution of the solar system. This course is designed to satisfy the laboratory science distribution requirement for non-science majors. Three classes and a laboratory.

Mr. Marshall

102 Stellar Astronomy

An overview of current knowledge about the universe beyond the solar system from a physical and evolutionary standpoint. Subjects include observational properties of stars, methods of observation and analysis of light, the nature of stellar systems and interstellar material, principles of stellar structure and evolution, and the overall structure and development of the physical universe.

Prerequisite: Astronomy 101 or permission of the instructor. Three classes and a laboratory.

Mr. Marshall

101 Introduction to Contemporary Physics

An introduction to twentieth-century physics providing the student with an overview of the fundamental principles of classical physics: the theory of relativity

and quantum mechanics. The course includes a discussion of the fundamental forces of nature; topics in modern optics, including lasers and holography; nuclear and atomic physics; elementary particles; grand unified theories; and cosmology, including the origin and fate of the universe. The course will satisfy the laboratory science distribution requirement for non-science majors. Does not count toward the major. Three lecture hours and one laboratory.

Mr. Aldinger

102 Contemporary Physics

A continuation of Physics 101 designed for the non-science major. The course will concentrate on the relationship between the physical principles developed during the first semester and the world in which we live. Topics will include heat and thermodynamics, fluid mechanics, optical instruments, electricity and circuits, medical diagnostics, and radiation effects. Not appropriate for students taking Math 112. *Prerequisite:* Physics 101. Three class hours and one laboratory.

Mr. Good

111 Mechanics and Heat

Introduction to classical mechanics and heat: laws of motion; conservation of energy, linear momentum, and angular momentum; laws of thermodynamics; kinetic theory and ideal gas laws. Differential and integral calculus is introduced and used. *Prerequisite:* Mathematics 111, which may be taken concurrently. Four class hours and three laboratory hours.

Mr. Cowan

112 Waves and Electricity and Magnetism

Electrostatic fields, currents, magnetic fields, magnetic induction, and Maxwell's equations. Other topics include waves, light as a propagating electromagnetic disturbance, and optics. *Prerequisite:* Physics 111. Four class hours and three laboratory hours.

Mr. Cowan

213 Relativity and Modern Physics

Special theory of relativity, including four-vector notation. Other topics include black body radiation, photoelectric and Compton effects, Bohr theory, uncertainty principle, wave packets, and introductions to nuclear physics and particle physics. *Prerequisite:* Physics 112. Three class hours and three laboratory hours.

Mr. Pella

240 Electronics

Principles of electronic devices and circuits using integrated circuits, both analog and digital, including amplifiers, oscillators, and logic circuits. *Prerequisite:* Physics 112. Two class hours and six laboratory hours.

Mr. Good

310 Atomic and Nuclear Physics

Introduction to quantum mechanics. Potential wells, barriers, one electron atoms, and multielectron atoms are studied. Other topics include nuclear models, decay, and nuclear reactions. Three class hours and three laboratory hours. *Prerequisite:* Physics 213.

Mr. Cowan

312 Thermodynamics and Statistical Physics

Temperature, heat, the first and second laws of thermodynamics, and introductory statistical mechanics of physical systems based on the principle of maximum entropy. Topics include the ideal gas, Fermi-Dirac and Bose-Einstein "gases," electrons in metals, blackbody radiation, low temperature physics, and elements of transport theory. *Prerequisite:* Physics 213. Three class hours.

Ms. Luehrmann

319 Classical Mechanics

An intermediate-level course in mechanics for upperclass physics majors. Topics include generalized coordinate systems, systems of many particles, rigid-body dynamics, central forces, oscillations, and the formalisms of Lagrange and Hamilton. *Prerequisites:* Physics 213 and Mathematics 211. Three class hours.

Ms. Luehrmann

325 Advanced Physics Laboratory

A laboratory course with experiments drawn from various areas of physics, such as optics, electromagnetism, atomic physics, and nuclear physics, with particular emphasis on contemporary methods. Error analysis and experimental techniques are stressed.

Staff

330 Electricity and Magnetism

An intermediate course in electromagnetism, including vector fields and vector calculus, electrostatic field theory, dielectrics, magnetic phenomena, fields in matter, Maxwell's equations, Laplace's equation and boundary value problems, and electromagnetic waves. *Prerequisites:* Physics 112 and Physics 319. Three class hours.

Mr. Aldinger

341 Quantum Mechanics

An introduction to the Schrodinger and Heisenberg formulations of quantum mechanics. Topics covered include free particles, the harmonic oscillator, angular momentum, the hydrogen atom, matrix mechanics, the spin wave functions, the helium atom, and perturbation theory. *Prerequisites:* Physics 310 and 319, Mathematics 363. Three class hours.

Mr. Aldinger

452 Tutorials: Special Topics

Designed to cover physics or physics-related topics not otherwise available in the curriculum. Open to upperclass physics majors who arrange with a staff member for supervision. Possible areas of study include advanced electronics, medical physics, astrophysics, acoustics, and optics. *Prerequisite:* Approval by department.

Staff

462 Independent Study in Physics and Astronomy

Experimental or theoretical investigation of a research-level problem selected by a student in consultation with a staff member. Students should arrange with a staff member for supervision by the end of the junior year. Open only to second semester senior physics majors. Results of the investigation are reported in a departmental colloquium. *Prerequisite:* Approval by department.

Staff

474 Internship

Research participation during the summer at a recognized research laboratory such as Argonne National Labs, Department of Energy Laboratories, or Oak Ridge. Individual students are responsible for obtaining acceptance to these programs. In most cases students will be required to describe their participation in a departmental colloquium.

Prerequisite: Completion of sophomore year and departmental approval.

Mr. Pella

Political Science

Professor Mott (*Chairperson*)

Associate Professors Borock and D. Tannenbaum
Assistant Professors Gaenslen, Iannello, Salgado, G. Smith, and Warshaw
Instructor DeClair

Overview

The department aims at providing an understanding of the study of politics, emphasizing the methods and approaches of political science and the workings of political systems in various domestic, foreign, and international settings.

The program provides balance between the needs of specialists who intend to pursue graduate or professional training and those who do not. Courses offered in the department help prepare the student for careers in politics, federal, state, and local government, public and private interest groups, business, journalism, law, and teaching.

Requirements and Recommendations

The requirements for a major in political science are as follows. Majors in the department are required to take a minimum of ten courses in political science. Majors are required to take three of the following four introductory courses: Political Science 101, 102, 103, or 104. These courses are designed to introduce the students to the discipline and to the types of issues that are important to political scientists. The 100 level courses may be taken in any order, and they should be completed by the end of the sophomore year. In the selection of advanced courses (courses at the 200, 300, and 400 level), majors are required to take Political Science 215 (Political Science Research Methods) as sophomores or first semester juniors, and at least one course in three of the following groups: American Politics, Comparative Politics, International Politics, and Political Theory.

The introductory courses serve as prerequisites for advanced courses; nevertheless, the department believes that three introductory courses provide a firm foundation in the discipline as a whole. Therefore it strongly encourages majors to take advanced courses in all four of the groups. Majors may begin taking advanced courses as early as the sophomore year provided they have taken the particular prerequisite, or in the case of not having the prerequisite, they believe they are prepared to do so and have the instructor's permission. Courses graded S/U are not accepted toward the major.

Requirements for a minor in political science are as follows: successful completion of any two 100 level courses and any four upper-level courses which normally count toward the major, provided that they do not all fall into the same subfield.

Departmental honors in political science will be awarded to graduating majors who have achieved an average of 3.3 in political science courses and who have successfully completed a significant research project in the senior year. Students wishing to qualify for honors are responsible for choosing a faculty member to direct the project. A second faculty member will act as a reader of the completed work. Those who achieve honors are expected to present their work in a public forum.

In the junior and senior years, majors are urged to participate in seminars, individualized study, and internships. Majors also are encouraged to enroll in related courses in other social sciences and in the humanities.

Distribution Requirements

Any of the following courses may be counted towards the College distribution requirements in social sciences: 101, 102, 103, and 104. The following courses may be counted towards the College distribution requirement in non-Western culture: 263, 270, and 271.

Special Programs

Qualified students may participate in off-campus programs, such as the Washington Semester, The United Nations Semester, and Study Abroad.

Introductory Courses

101 American Government

Examination of the institutional structure and policy-making process of national government as reflections of assumptions of liberal democracy and the American social and economic systems. In addition to the legislative, executive, and judicial branches of government, political parties, interest groups, and elections are considered.

*Mr. Mott, Mr. Smith,
Ms. Iannello, Ms. Warshaw*

102 Introduction to Political Thought

Analysis of political philosophies dealing with the fundamental problems of political association. The course will examine concepts of power, authority, freedom, equality, social justice, and order as expressed in works of philosophers from Plato to Marx.

Mr. Tannenbaum

103 Global Politics

Examination of the behavior of nation-states in the international system from a micropolitical perspective that encompasses such topics as nationalism, power, and war, as well as from a macropolitical perspective that stresses broad trends such as political and economic interdependence and the effects of modernization.

Mr. Borock, Mr. Salgado

104 Introduction to Comparative Politics

Introduction to the structures and processes of political institutions in major types of political systems, including parliamentary systems, the Soviet system, and systems in developing countries.

Mr. DeClair, Mr. Gaenslen

Methodology

215 Political Science Research Methods

Introduction to quantitative research methods and their application to the study of politics. Topics include empiricism, survey research and polling, electoral behavior, and public opinion. Special attention is given to research design, data collection, data processing, and statistical analysis. *Prerequisites:* Completion of three of the following: Political Science 101, Political Science 102, Political Science 103, and Political Science 104, or permission of the instructor.

Mr. DeClair, Mr. Smith

American Government

220 Urban Politics

Study of the changing patterns in American urban life. Particular attention will be given to the governing of urban America in the past, present, and future, and the structure of power that has affected urban policy decisions. *Prerequisite:* Political Science 101 or permission of the instructor.

Ms. Iannello

223 U.S. Congress

Study of the United States Congress, focusing on theories of representation, nomination and electoral processes, internal organization of Congress, influences on Congressional policy-making, and Congressional interaction with other participants in the policy process. *Prerequisite:* Political Science 101 or permission of the instructor.

Ms. Warshaw

224 The American Presidency

Study of the presidency in the American political

system, including presidential selection, presidential leadership and decision-making, the president's advisors, and the role of the presidency in the policy-making process. *Prerequisite:* Political Science 101 or permission of the instructor.

Ms. Warshaw

225 American Constitutional Law

Study of the judicial process in the United States, with particular focus on the Supreme Court and its historical role in nation-building, establishing principles of federalism and the separation of powers, and determining the scope of personal and property rights. *Prerequisite:* Political Science 101 or permission of the instructor.

Mr. Mott

231 Political Parties in American Politics

Examination of political parties, their role in democracy, and the nature of the party system in relation to other social and political processes. Aspects of voting behavior and campaign techniques are considered. *Prerequisites:* Political Science 101 and Political Science 215 or permission of the instructor.

Mr. Smith

232 Public Opinion

Introduction to the theory of public opinion. Topics include opinion formation and the influence of political socialization, the impact of political culture and mass media on public opinion, the importance of public opinion in a democratic society, and public opinion research methods. *Prerequisites:* Political Science 101 and Political Science 215 or permission of the instructor.

Mr. Smith

322 Civil Rights and Liberties

Study of selected problems involving interpretations of the Bill of Rights. Attention will be given to both the evolution and current standing of issues treated by the Supreme Court. *Prerequisites:* Political Science 101 and Political Science 225, or permission of the instructor.

Mr. Mott

International Politics

242 United States Foreign Policy

Examination of the formulation of policy within the national government structure, including the varying perspectives on goals and objectives; the implementation of policy; and the impact of policy domestically and internationally. Topics include

decision-making; the arms race; foreign economic policy; military intervention; alliance systems; foreign aid; and the East-West/North-South confrontations. *Prerequisite:* Political Science 103 or permission of the instructor.

Mr. Borock

341 International Political Economy

Probes the impact of economic factors of the international political system and various sub-systems. Capitalist, Marxist, and socialist economic theories are discussed, as well as specific relations of trade, production monetary exchange, and economic organization within the West, between East and West, and between North and South. *Prerequisite:* Political Science 103 or permission of the instructor.

Staff

344 U.S. National Security Policy

Examination of the process by which military and political decisions join to form a unified policy. Attention will be given to decision-making, the identification of national security issues, defense spending, strategic policies, the impact of technological change, and civilian-military relationships. *Prerequisite:* Political Science 103 or permission of the instructor. Political Science 242 is recommended.

Mr. Borock

Comparative Politics

260 West European Politics

A study of the government and politics of France, Germany, and Great Britain. Analysis of the development of their political institutions, the social and cultural factors affecting their political systems, the alignment of political forces, and the structures and processes of decision making. *Prerequisite:* Political Science 104 or permission of the instructor.

Mr. DeClair

263 The Politics of Developing Areas

Introduction to the study of political development and underdevelopment, including approaches to Third World politics; the nature of traditional politics; disruptions caused by colonialism and imperialism; the reformation of domestic politics; and contemporary political processes and problems. *Prerequisite:* Political Science 104 or permission of the instructor.

Mr. Gaenslen

270 Government and Politics in China

An introduction to the domestic politics of China,

particularly since 1949. Topics include the historical legacy, ideology, political institutions, elite-mass relations, the policy process, developmental strategies, and efforts at reform. *Prerequisite:* Political Science 104 or permission of the instructor.

Mr. Gaenslen

271 Government and Politics in Japan

An introduction to post-World War II Japanese politics, involving comparison with political patterns elsewhere in the industrialized world. Topics include the historical legacy, political structures and processes, elite-mass relations, and the nature of the connection between business and government. *Prerequisite:* Political Science 104 or permission of the instructor.

Mr. Gaenslen

Political Theory

280 Modern Political Ideologies

Study of the philosophical content and the role of political ideologies in the modern world, with emphasis on liberalism, socialism, communism, and fascism. The concept of ideology, historical development and the intersection and overlap of ideologies, and the influence of ideologies on political behavior will also be considered. *Prerequisite:* Political Science 102 or equivalent.

Mr. Tannenbaum

381 American Political Thought

Study of the development of political thought in America from the colonial period to the present. In addition to examining individual writers and movements, the course will consider the relationship of the ideas examined to the broader tradition of Western political philosophy. *Prerequisite:* Political Science 102 or equivalent.

Mr. Tannenbaum

Advanced Courses

200, 300 Topics in Political Science

Exploration of an announced topic chosen each year or every other year by the department.

Staff

400 Seminars

Advanced study of domestic, foreign, or world politics or political theory. A common core of reading and written reports by each student is provided. Although topics differ each year and will be announced in advance, several seminars are offered routinely and are listed below.

401 Executive Policy Making

Study of the constraints in the presidential policy-making process. Included is an examination of the bureaucratic, constituent, and congressional impact on the development of policy options in executive decision making. Students are responsible for a major term paper which involves a considerable amount of independent research.

Ms. Warsaw

403 Gender Discrimination and the Law

Examination of the process by which the American judiciary, particularly the U.S. Supreme Court, creates and responds to changing legal, social, economic, and cultural patterns between the sexes.

Mr. Mott

406 Politics of Poverty

Consideration of the definitions of poverty and the location of the problem within the federal political system. Attention is given to competing ideologies/theories of the development of poverty in urban areas and corresponding proposals/solutions offered by each perspective.

Ms. Iannello

410 American Black/Feminist Political Thought

Study of the development of contemporary African-American political thought in America.

Consideration is given to twentieth-century contributions by black men and women to political-social movements, to mainstream political thought, and to the broader tradition of Western political philosophy. *Prerequisite:* Political Science 102 or equivalent. Political Science 381 is recommended.

Mr. Tannenbaum

Individualized Study

Intensive research on an approved topic presented in oral or written reports, under the supervision of a member of the department faculty.

Staff

Internship

A minimum six weeks of on-site participation in administration with a public or private organization under the supervision of a member of the department faculty. Available during the fall or spring semesters or during the summer.

Staff

Honors

Opportunity for highly-qualified students to participate in a program of original research under

the supervision of a member of the department faculty. Each student will complete a thesis and present her or his research in a public forum.

Staff

Psychology

Professors: D'Agostino, Mudd, and Pittman
(*Chairperson*)

Associate Professor Riggs and Bornstein
Assistant Professors Arterberry, Cain, Fincher-Kiefer,
Lemley, Sivi, and Tykocinski

Overview

The department emphasizes experimental psychology in all of its course offerings. The objective of the department is to promote knowledge of the causes of behavior, with emphasis on the formation of a scientific attitude toward behavior and appreciation of the complexity of human personality. This objective is approached by providing a representative array of courses in psychology, including seminars, special topics, independent reading, and independent research, and by providing selected opportunities for field work. Direct experience with the major methods, instruments, and theoretical tools of the discipline is emphasized throughout.

Requirements and Recommendations

Psychology 101 is a prerequisite for all other courses in the department. Requirements for a major include Psychology 101, 205, 305, 341, *two* advanced laboratory courses, one from each of the following two groups: (a) 318, 321, 327, 328 and (b) 315, 316, 317, 336, and three additional courses in psychology. Most laboratory courses have a 200 level course as a prerequisite. Students may, with the agreement of a faculty sponsor, substitute an individualized empirical research project for one of the required advanced laboratory courses. Majors must earn a grade of C or better in both Psychology 205 and 305.

It is possible for those who have scored 60 or above on the CLEP (College-Level Examination Program) General Psychology examination to waive the introductory course (Psychology 101) and to qualify for advanced placement in the department. Write: College Board, Box 1822, Princeton, NJ 08540 for information about taking the CLEP exam.

An individualized study and experience in the use of the computer and/or training in computer science are highly recommended for those planning to go on to graduate work. Students should consult with

their advisers for specific information on the prerequisites for work at the graduate level in the specialized areas of psychology.

Honors Research Program

This program provides outstanding students with an intensive research experience. Invitations for participation may be extended to students who have a GPA of 3.5 in Psychology 101, 205, and 305. These courses should be completed by the end of the sophomore year.

Students in this program will take two advanced laboratory courses in the junior year (priority will be given at registration), and will enroll in Psychology 450 (Honors Research) in their senior year (an honors thesis may be substituted for Psychology 450—see Honors Thesis course description below). The results of these honors research projects will be presented at the Spring Undergraduate Research Colloquium. Students will also be expected to attend departmental colloquia and other departmental events.

Requirements for Departmental Honors

Departmental Honors are awarded to graduating majors who, in the combined judgement of the staff, have demonstrated academic excellence in coursework in the major, and who have completed the individualized empirical research project, honors research, or an honors thesis.

Distribution Requirements

Psychology 101 may be used to fulfill the distribution requirement in social sciences.

101 General Psychology

An introduction to the basic scientific logic, facts, theories, and principles of psychology, including the study of human motivation, learning, emotion perception, thought, intelligence, and personality. Some attention is given to the applications of psychology. Repeated spring semester. May be used toward fulfilling the distribution requirement in the social sciences.

Staff

205 Introduction to Statistics

Introduction to descriptive and inferential statistical methods. Laboratory work involves the use of a computer software package that allows for the application of statistical procedures. Credit may not be granted for this course and Mathematics 107 or Economics 241. Offered each semester. *Prerequisite:* High school algebra. Required of all majors. Three class hours and three laboratory hours.

Ms. Arterberry, Ms. Fincher-Kiefer

210 Behavioral Economics and Social Engineering

Introduction to behavioral economics and the implications of that field for social planning in a high mass consumption society. The potential contribution of behavioral systems analysis and social science research to more effective social and economical planning is considered in the context of a "think tank" course model. One three-hour seminar (arranged) and one group field survey are required in the course of the semester. Alternate years.

Mr. Mudd

212 Industrial and Organizational Psychology

An introduction to industrial and organizational psychology, including theory and practice in the following areas: personnel, organizational behavior and development, training, and the place of work in the psychological makeup of humans and human society. Equal attention is given to theory and applications. Several group projects are required in addition to the normal examination pattern. Three class hours offered in alternative years with Psychology 210.

Mr. Mudd

214 Social Psychology

Review of current psychological theory and research in social psychology. Topics include attitude and behavior change, conformity, attraction, interpersonal perception, and psychological aspects of social interaction.

Ms. Riggs, Ms. Tykocinski, Mr. Pittman

215 Human Cognition

Introduction to cognitive psychology. Topics covered include perception, attention, memory, learning, forgetting, language comprehension, reasoning, and problem solving. Theories are presented concerning cognitive processes and empirical evidence is considered that might challenge or support these theories.

Ms. Fincher-Kiefer

216 Sensory Psychology

An in-depth study of the senses. This course provides a background in psychophysics and sensory physiology. Early research techniques and problems, as well as current experimental research, will be discussed. *Prerequisite:* Psychology 101 or Biology 101.

Ms. Lemley

221 Basic Dynamics of Personality

An introduction to the major approaches to personality, including psychodynamic, behavioral,

humanistic, and trait models. General issues and problems which arise in the study of personality are considered, and the importance of empirical evidence is emphasized.

Mr. Bornstein

225 Developmental Psychology: Infancy and Childhood

The psychological development of the individual from conception to adolescence. Theory, methodology, and research are presented in the areas of perception, learning, cognition, language, social, and moral development. Students who take this course may not take Psychology 227 or Psychology 228.

Ms. Arterberry, Ms. Cain

227 Cognitive Development

The psychological development of the individual from conception through adolescence. Theory, methodology, and research are presented in the area of perception, cognitive, and language development.

Ms. Arterberry, Ms. Cain

228 Social and Personality Development

The psychological development of the individual from infancy to adolescence. Theory, methodology, and research are presented in the areas of family and peer relationships, motivation, social cognition, moral development, and developmental psychopathology. *Prerequisite:* Psychology 227 or permission of the instructor.

Ms. Arterberry, Ms. Cain

236 Introduction to Brain and Behavior

Introduction to the anatomical and physiological bases of human behavior. Topics will include sensory physiology, biorhythms and sleep, homeostasis, sex, learning and memory, language, and mental illness. Emphasis will be on developing an ability to conceptualize psychological phenomena in biological terms.

Mr. Sivy

305 Experimental Methods

An introduction to scientific method and experimental design. Emphasis is placed on the logical development of new ideas, kinds and sources of error in experimentation, methods of control, design and analysis of experiments, and scientific communication. *Prerequisites:* Psychology 101 and Psychology 205. Three class hours and three laboratory hours.

Ms. Riggs, Mr. D'Agostino, Pittman

315 Thinking and Cognition

In-depth examination of the cognitive processes involved in language comprehension, problem solving, reasoning, and decision making. Current research and existing theories will be surveyed. Research will be conducted in one of the areas of investigation. *Prerequisites:* Psychology 215, or permission of the instructor, and Psychology 305. Three class hours and three laboratory hours.

Ms. Fincher-Kiefer

316 Perception

Introduction to sensory and perceptual processes in vision. Lectures deal with sensory coding, feature detection, figural synthesis, and semantic integration. Laboratory work includes several minor studies and one major two-person group research study on a special topic of the students' own choice on some aspect of human facial perception.

Prerequisite: Psychology 305. Three class hours and the equivalent of three laboratory hours.

Mr. Mudd

317 Memory and Social Cognition

An introduction to human memory and social cognition. Attention will focus on factors known to influence the storage and retrieval of social information. Errors and biases in human judgment will also be examined. *Prerequisite:* Psychology 305. Three class hours and three laboratory hours.

Mr. D'Agostino

318 Experimental Social Psychology

Study of specific content areas in social psychology. Current theories and empirical data will be used to illustrate experimental designs and relevant methodological considerations. Laboratory work includes the design, execution, and analysis of two original experiments. *Prerequisites:* Psychology 214 and Psychology 305. Three class hours and the equivalent of three laboratory hours.

Ms. Riggs, Ms. Tykocinski, Mr. Pittman

321 Assessment of Personality and Intelligence

An introduction to the methodological and conceptual issues involved in the construction and use of personality tests. Following a survey of the literature on test development and validation, selected personality and intelligence tests will be studied in depth. Empirical research on each test will be examined. Each student will also design, conduct, analyze, and write up an experiment evaluating some aspect of personality test or measure. *Prerequisites:*

Psychology 221 and 305. Three class hours and the equivalent of three laboratory hours.

Mr. Bornstein

326 Abnormal Psychology

An introduction to psychopathology and abnormal behavior, with particular attention to conceptual, methodological, and ethical issues involved in the study of abnormal psychology. Models of psychopathology and psychodiagnosis are discussed, with an emphasis on the empirical evidence for different models. *Prerequisite:* Psychology 221.

Mr. Bornstein

327 Experimental Cognitive Development

An intensive study of one or more areas of cognitive development. Emphasis is placed on the unique characteristics of research with children. Laboratory work is conducted in a preschool or day care center. The design, execution, and analysis of a research project is required. *Prerequisites:* Psychology 227; Psychology 305. Three class hours and three laboratory hours.

Ms. Arterberry

328 Laboratory in Social and Personality Development

An intensive study of one or more areas of social and personality development, utilizing observational and experimental methods. Emphasis is placed on the unique characteristics of research with children. Laboratory work is conducted in a preschool or day care center and includes the design, execution, and analysis of a research project. *Prerequisites:* Psychology 228; Psychology 205 and 305. Three class hours and three laboratory hours.

Ms. Cain

336 Neuropsychology

Advanced discussion of the topics included in Psychology 236, as well as an in-depth treatment of brain development and the neurological basis of behavior. *Prerequisites:* Psychology 236 and 305 or permission of the instructor. Three class hours and three laboratory hours.

Mr. Sivi

341 History of Experimental Psychology

A review of the development of experimental psychology to the present. Emphasis is on the role of the reference experiment in setting the course of major programs of research in psychology over the past century. Three demonstration experiments are required.

Ms. Lemley, Mr. Mudd

400 Seminar

An opportunity to work on a selected topic in a small group under the guidance of a member of the staff. Not offered every semester. The topic for a given semester is announced well in advance. Enrollment by permission of the instructor. May be repeated.

Staff

Individualized Reading

Opportunity to do intensive and critical reading and to write a term paper on a topic of special interest. Student will be expected to become thoroughly familiar with reference books, microfilms, and scientific journals available for library research in the field of psychology. *Prerequisite:* Permission of the instructor. May be repeated.

Staff

Individualized Empirical Research

Design and execution of an empirical study involving the collection and analysis of data in relation to some psychological problem under the supervision of a staff member. Students are required to present an acceptable research proposal no later than four weeks following the beginning of the semester or to withdraw from the course. Research culminates in a paper. *Prerequisite:* Permission of the instructor. May be repeated.

Staff

Honors Research

Students in the Honors Research Program will take this course in their senior year. The course has two components: (a) a research project, similar to that described under Individualized Empirical Research, in which each student designs and executes an empirical study under the supervision of a staff member; and (b) an honors seminar in which honors students present and discuss their research projects. Students may elect to do their research project in either the fall or the spring semester. The seminar will meet both semesters, and all students will participate in all of the seminar meetings. One course credit will be given in the spring semester. *Prerequisites:* Participation in the Honors Research Program and completion of two advanced laboratory courses.

Staff

Honors Thesis

Designed to meet the needs of the clearly superior student. During the senior year each participant will engage in an original program of research under the direction of a thesis committee. In addition to

completing a formal thesis, each student will present and discuss his or her research before the entire staff. Successful completion of the program entitles the student to receive credit for two courses which can be applied towards a psychology major.

Prerequisite: By invitation of the department only.

Staff

Religion

Professors Hammann (*Chairperson*), Moore, and Tipson (*Provost*)
Associate Professor Trone
Assistant Professors Kim, McTighe, and C. Myers

Overview

Essential to an understanding of the past and the present is a study of the varied religious experiences and traditions of humankind. The department offers courses in sacred texts, historical traditions, and religious thought and institutions, all of which investigate the complex phenomenon of religion.

Requirements and Recommendations

A major consists of ten courses, eight within the department and as many as two outside of it. Of the eight courses taken within the Department of Religion for a major, at least three must be at the 300 level or above and must include Religion 460. No more than two 100 level courses may be included. The department encourages qualified students to consider internships and/or overseas study, including the junior year abroad.

A minor consists of six courses, one of which may be an approved course outside the department but not in the student's major. Nor may there be more than two 100/200 level courses.

Classics	230	Classical Mythology
Greek	204	New Testament Greek
Latin	306	St. Augustine
IDS	206	Byzantine Civilization
	211	Perspectives on Death and Dying
	227, 228	Civilization of India
	237, 238	Literature of India
Hist.	311, 312	Medieval Europe
	313	Renaissance and Reformation
Phil.	105	Contemporary Moral Issues
	203	Classical Greek and Roman Philosophy

With the permission of the department, a major or minor may substitute courses from other departments for those in the above list.

The department's rationale behind course numbering is as follows:

100-level courses are essentially topical and thematic.

200-level courses are surveys which usually take a historical approach. The 200-level courses are especially appropriate for an introduction to the major. Neither 100-nor 200-level courses have a prerequisite.

300-level courses are more narrowly focused or specialized, often examining in greater detail some issue or area treated more generally in a previous course.

Since some upper-level courses are not offered every year, students should consult with individual instructors when planning their programs. Those planning to attend seminary or a graduate school in religion should consider either a major or a minor in the department.

Distribution Requirements

Any one of the 100- or 200 level courses will fulfill the one course distribution requirement in religion, the difference between 100- and 200 level courses being a matter of emphasis rather than degree of difficulty or advanced character. Two half-credit courses in the department at this level count as one full-credit course. The following courses meet the distribution requirement in non-Western culture: 108, 242, and 245. The following courses fulfill the distribution requirement in history/philosophy: 220 and 221.

100- and 200 level

105 The Bible and Modern Moral Issues

An investigation of the relevance of the Bible for life in the twentieth century. Some issues studied from a biblical perspective include sex roles and sexual relations, economic inequities, and legal injustices. Among topics to be covered are marriage and divorce, homosexuality, women's rights, poverty, war, and peace. Three class hours. No prerequisites. Open to first year students and sophomores only.

Mr. C. Myers

108 Wisdom Literature

A comparative study of Job, Psalms, Proverbs, Ecclesiastes, and the Song of Songs, with the wisdom literature of the Sumerians, Egyptians, Babylonians, and other contemporaries and predecessors of the Israelites. Fulfills the distribution requirement in non-Western culture.

Mr. Moore

113 Women in the Ancient World

An investigation of the role(s) of woman as reflected in the myths, legends, epics, law codes, customs, and historical records of the Sumerians, Babylonians, Egyptians, Hebrews, Greeks, and Romans. The relevance of some of this for contemporary roles and problems is also examined.

Mr. Moore

117 Topics in Biblical Studies

An intensive study of a religious topic, problem, writer, or theme in the field of biblical studies. Offered at the discretion of the department.

Staff

124 Elizabeth to Irene: Women in Christianity I

A seminar exploring writings by Christian women and other information about them in laws, theologies, biographies, histories, letters, funeral eulogies, legends, liturgies, and Christian art from the New Testament to the eighth century. This course complements Religion 125, 220, 221, IDS 206, and may count toward a minor in women's studies.

Mr. Trone

125 Theodora to Margery: Women in Christianity II

A seminar exploring writings by Christian women and other information about them in laws, theologies, biographies, histories, letters, funeral eulogies, legends, liturgies, and Christian art from the ninth century to the fifteenth century. This course complements Religion 124, 220, 221, IDS 206, and may count toward a minor in women's studies.

Mr. Trone

127 Topics in History of Religions

An intensive study of a religious topic, problem, writer, or theme in the field of the history of religions. Offered at the discretion of the department.

Staff

134 Religion in Cinema

Study of films that portray the themes and stories rooted in religious texts. The method of the course will be to compare the cinematic representation with that of the original texts. Such films as *Ordet*, *Jesus of Montreal*, *Wise Blood*, *The Last Temptation of Christ*, *The Prophet*, *The Gospel According to St. Matthew*, *The Ten Commandments*, and *The Robe*, will be viewed and analyzed.

Mr. Hammann

135 Religion in Fiction

An examination of the fictional representation of religious stories. The works of Lewis, Malamud, Olson, Kazantzakis, MacLeish, Lagerkvist, and others will be read.

Mr. Hammann

137 Topics in Religious Thought

An intensive study of a religious topic, problem, writer, or theme in the field of religious thought. Offered at the discretion of the department.

Staff

140 Religion and Politics in the Twentieth Century U.S.

A survey of the relationship between religion and public life since 1900. Emphasis will be on the constitutional framework which guides the church-state debate, and on efforts to use religion to influence political policies and social values. Supreme Court decisions, Martin Luther King, Jr. and the Civil Rights Movement, the Catholic Worker Movement, and the Moral Majority will be included.

Mr. McTighe

141 Religion and Culture in the U.S.

An examination of the forms religion assumes within the cultures of the United States. The course will explore how values and attitudes, rooted in religious experience and ideology, are expressed in the everyday lives of people, in secular institutions, and in the popular culture. Films, novels, art, histories, sociological analyses, and public policy debates will be examined as the forms of this expression.

Mr. Hammann, Mr. McTighe

204 History, Literature, and Religion of the Old Testament

A study of the history, literature, and religion of the Hebrews, from the time of Abraham to about 500 B.C. The history and culture of Israel are related to those of surrounding nations, with special emphasis on the relevancy of archeological data. Offered every year.

Mr. Moore

205 History, Literature, and Religion of the New Testament

An introduction to the writings of the New Testament as they originated in their Greco-Roman milieu. Emphasis is on the distinctive purposes and main content of each writing. The use of source, form, and redaction criticism as tools for the academic study of the New Testament is demonstrated. Offered every year.

Mr. C. Myers

220 Church History To the Eighth Century

A historical study of all groups who claimed to be Christian, from Pentecost to the eighth century. Theologies, liturgies, councils, heresies, and the outstanding participants are examined with the aid of primary documents. Also fulfills the distribution requirement in history/philosophy.

Mr. Trone

221 History of the Medieval Church

A historical study that continues Religion 121 up to the fifteenth century. The Latin, Orthodox, and the heretical traditions and institutions are included. Religion 121 is not a prerequisite for this course. Also fulfills the distribution requirement in history/philosophy.

Mr. Trone

222 Church History: Fifteenth to Twentieth Century

A historical overview of the development of Christian beliefs and practices, from the fifteenth century to the present. This course will examine the variety of ways in which individual believers, congregations, and ecclesiastical authorities have articulated what it means to be a Christian during different historical periods and in different social contexts, from pre-Reformation Germany to modern-day Latin America.

Mr. McTighe

223 Religions in the U.S.

An investigation of the religious history of the American people, from the seventeenth century to the present. This course will focus upon the varieties of American religious experience. It will explore the Protestant, Roman Catholic, and Jewish traditions along with indigenous movements such as Mormonism and Christian Science.

Mr. McTighe

224 The Religions of Black Americans

An examination of the religious traditions of black Americans from slave religion to the present. The course will concentrate on the religious beliefs of black Americans and the ways those beliefs have been used to develop strategies to achieve freedom and justice. The general approach of the course will be historical. Among the subjects to be covered will be the influence of African religion, black religious nationalism, pentecostalism, spirituals and gospel music, and the civil rights movement. To be offered in alternate years.

Mr. McTighe

225 Native American Ways of Life

Half-credit course. An exploration of the religions or "ways of life" of two groups of Native Americans of the U.S. This course examines the fundamental understandings about the world and human nature which have guided Native American life, and explores the role of religion in Native American cultures. The place of religion in contemporary Native American life will be assessed, and religion's role in cultural adaptation and acculturation will be studied. The course will focus on two case studies drawn from groups representing various regions of the country, such as the Iroquois (Eastern), Navaho (Southwest), and Lakota (Plains).

Mr. McTighe

236 Religions from the Center to the Fringe

A historical and critical study of recent unconventional religious movements primarily in the West. Movements such as Baha'i, Jehovah's Witnesses, Latter-day Saints, Unification Church, ISKCON, Scientology, Ahmadi Islam, and others will be considered. The study will aim at understanding religious characteristics as well as social effects of these movements.

Mr. Hammann

242 The Religions of East Asia and West Asia

Primarily an examination of the varieties of historical and contemporary Buddhism and Islam. The class will also study some other religious traditions from east or west Asia that can be contrasted with Buddhism and Islam. Fulfills the distribution requirement in non-Western culture.

Mr. Hammann

245 Chinese and Japanese Religions

A general introduction to the major religious traditions of China and Japan. The course will explore the historical and social contexts of Confucianism, Taoism, Chinese and Japanese Buddhism, and Shinto, looking at ideologies, major figures, rituals, and festivals, and the place of traditional religious beliefs and practices in East Asia today. We will discuss various ways "religion" is characterized in these traditions. Fulfills the distribution in non-Western culture.

Ms. Kim

301 The Prophets of the Old Testament

A historical and sociological study of the life and times of Israel's prophets as drawn from the Old

Testament and extra-Biblical sources, with special emphasis given to both the importance of prophetic interpretations for their own day and to their lasting effect upon Judeo-Christian thought. *Prerequisite:* Religion 204 or 205 or permission of the instructor. Not offered every year.

Mr. Moore

311 Jesus in the First Three Gospels

An examination of the Jesus tradition as interpreted in the Gospels of Matthew, Mark, and Luke, using the techniques of source, form, redaction, and literary criticism. Special attention is given to the distinctive perspective of each Gospel. *Prerequisite:* Religion 205 or permission of the instructor. Not offered every year.

Mr. C. Myers

312 The Gospel of John

An exploration of the thought and content of the Fourth Gospel. An effort is made to determine the background purposes for writing, and the community addressed by John's Gospel. The question of its relationship to the Synoptic Gospels and to the Epistles of John is also included.

Prerequisite: Religion 205 or permission of the instructor. Not offered every year.

Mr. C. Myers

314 The Apostle Paul

A study of the life, letters, and legacy of this early Christian, through a careful consideration of primary and selected secondary sources. Particular attention will be given to understanding the Pauline literature in its historical context. Ancient and modern interpretations of Paul's life and work are also treated. *Prerequisite:* Religion 205 or permission of the instructor. Not offered every year.

Mr. C. Myers

321 Martin Luther King, Jr.

Half-credit course. An examination of the religious thought and civil rights activity of Martin Luther King, Jr. The course will investigate the religious sources and effectiveness of King's strategy of nonviolent resistance. King's major civil rights campaigns, his protest against the Vietnam War, and his work for economic justice will be evaluated. Special attention will be paid to the theology which provides the foundation for King's work. *Prerequisite:* One course in a related subject (such as Religion 140 or 224 or an African American Studies course) or permission of the instructor.

Mr. McTighe

323 American Women in a Man's Religious World

A comparison of how women and men have been religious in the U.S., and an investigation of the ways the history of religion in the U.S. might be reinterpreted to incorporate the experiences of women. Special attention will be paid to the spheres in which most women have lived out their religious commitments (family, church membership, and voluntary organizations), religious movements founded by women, current efforts to reformulate theology, and the question of how incorporating the experiences of women might require rethinking what is important to include when we write history. This course may count toward a minor in women's studies.

Mr. McTighe

327 Monks, Nuns, and Friars

A study of the rules and practices of Christian ascetics and orders for men and women, Latin and Orthodox, to the fifteenth century. The course will also include the art and architecture produced by these orders.

Mr. Trone

332 History of Christian Thought: Fifteenth to Nineteenth Century

An examination of major works by representative theologians from the eve of the Reformation through the Enlightenment, including Julian of Norwich, Luther, Calvin, Teresa of Avila, Jonathan Edwards, Locke, John Wesley, Kant, Kierkegaard, and others. Not offered every year.

Mr. McTighe

333 Contemporary Religious Thought

Critical study of the primary theological literature of nineteenth- and twentieth-century Europe and America. Contrasts and continuity of themes, constitutive ideas, and movements in representative works by Schleiermacher, Kierkegaard, Bultmann, Tillich, Buber, Bonhoeffer, liberation and feminist theologians, and others are examined for the purpose of determining the basic presuppositions underlying the various texts. Not offered every year.

Mr. McTighe

343 Mythology and Religion

Mythology and religion have always been companions. The course will aim at understanding this friendship. Students will familiarize themselves with particular mythologies and will try to understand them from several critical viewpoints, and to appreciate their connection with religious traditions.

Mr. Hammann

460 Individualized Study for Majors

Staff

470 Individualized Study and Internships

Staff

474 Summer Internships

Staff

IDS 206 Byzantine Civilization

For course description see Interdepartmental Studies.
Mr. Trone

IDS 211 Perspectives on Death and Dying

For course description see Interdepartmental Studies.
Mr. Moore

IDS 340 Ancient Egypt: Its Language, Literature, Art, and History

A study of Ancient Egypt's culture as reflected in its language, literature, and art. Although the student's study of the Egyptian language itself will be confined to the script, vocabulary, and grammar of the Middle Kingdom (c. 2240-1570 B.C.E.), Egypt's literature and art from 2900-1100 B.C.E. will be presented in their historical context. Fulfills distribution requirement in non-Western culture and may be counted toward the requirements for a religion major. *Prerequisite:* Permission of the instructor.

Mr. Moore

Sociology and Anthropology

Professors Emmons and Hinrichs (*Chairperson*)
Associate Professors Gill, Heisler, and Loveland
Assistant Professors Potuchek, Rosenberg, and
Woolwine
Instructor Lorenz
Adjunct Associate Professor Flöge

Overview

Studies in the department are directed toward understanding social organization and action and the role of culture in shaping human behavior.

Reflecting the diversity of perspectives in sociology and anthropology, the courses present a variety of, sometimes-conflicting approaches. Some perspectives start with individuals in interaction with each other and focus upon how they develop meaningful social relationships, groups, and institutions. Other approaches focus upon the molding of individuals by various institutions, groups, and cultures, or upon the functional or conflict relationships among various classes and subcultures. By emphasizing the scientific and comparative study of social institutions and cultures, the department seeks to have students develop an understanding of social realities, and to increase their competence in dealing critically and constructively with social problems and programs for social change.

The department's goals are to contribute to the liberal arts education at Gettysburg College, to provide a solid academic foundation in sociology and anthropology for students interested in graduate study, to assist students in meeting their academic and career needs, and to acquaint all students who take our courses with sociological and anthropological perspectives. The courses reflect the diversity of perspectives in sociology as a discipline and cover the core subject matter of the field.

Majors are prepared for graduate education in sociology, urban planning, law, communication, criminal justice, social work, criminology, anthropology, health care, theology, and library science, as well as for careers in teaching, business, and fields related to the graduate programs cited. The department has a chapter of Alpha Kappa Delta, the Sociological Honor Society. Also, the Gettysburg Anthropological Society is a club for those interested in anthropology. The department emphasizes a commitment to experiential education, field trips, travel seminars, and internships. A Student-Faculty

Liaison Committee operates within the department to provide a means to respond to the particular needs and interests expressed by the students.

Requirements and Recommendations

Sociology 101 is a prerequisite for all other sociology courses; and Anthropology 103 is considered a prerequisite for all other anthropology courses except Anthropology 102 and 104 and culture area and ethnography courses (Anthropology 211 and Anthropology 220, for example).

Students majoring in the department will take a minimum of ten full-credit courses. Before declaring a major, a student must earn a grade of C- or better in Sociology 101, Introductory Sociology. Students must take Sociology 101, 302, 303, 304, 305, 400, and Anthropology 103 (may substitute an upper-level anthropology course which is not a culture-area course with permission). Additionally, students will take two electives from the following social process and inequality courses: 202, 203, 208, 209, 210, 212, 213, 217; and one elective from any other course offered in sociology or anthropology, including 460, but excluding 450's and 470's.

The department also offers an anthropology track. Students in this track will take a minimum of ten courses. Students must take Anthropology 103; one culture-area course selected from Anthropology 211, 220, a currently offered course, or Sociology 219; one topics course selected from Anthropology 215, 216, or 230; one additional elective in anthropology; and Anthropology 400 or 460. Students must also take Sociology 101, 302, 303, 304, and one elective from Anthropology 102, 104, Sociology 202, 203, 204, 205, 206, 208, 209, 210, 212, or 217.

In order to ensure adequate preparation for Sociology 303, majors must have a background in math through Algebra II or its equivalent in high school or through the introductory mathematics course at the college-level before enrolling in Sociology 303.

In response to varying needs, interests, and expertise of individual students and staff members, the department provides means for students to pursue independent research and studies through Sociology 450 and 460, field work application or direct experience, and other opportunities to expand specialized interests. Sociology 460 is a requirement for departmental honors, and students who want to be considered for honors should enroll in this course.

Students who are not majors in the department may minor in either sociology or anthropology. Six courses are required for the minor in sociology. Students must take Sociology 101, 302, and 304. The remaining three courses may be elected from departmental offerings, with the exception of Sociology 450, 470; no more than two of these three electives may be in anthropology.

Six courses are required for the minor in anthropology. Students must take Anthropology 103. Three additional courses must be elected from the other anthropology offerings (one of these may be Anthropology 450, Individualized Study in Anthropology). One non-anthropology course must be selected from the list of courses that fulfill the non-western culture distribution requirement. One sociology course must be selected from the following: 101, 202, 206, 208, 209, and 302.

Distribution Requirements

All full-credit departmental courses except Sociology 302 and 303 may be used to fulfill the distribution requirement in social science. Sociology 219 and all courses in anthropology except Anthropology 102 may be used to meet the non-Western culture distribution requirement.

101 Introductory Sociology

Study of the basic structures and dynamics of human societies, focusing on the development of principles and concepts used in sociological analysis and research. Topics will include culture, socialization, social institutions, stratification, and social change.

Staff

202 Wealth, Power, and Prestige

Examination of social ranking and rating systems. Topics include social classes, social mobility, economic and political power, and informal prestige and fame. *Prerequisite:* Sociology 101.

Mr. Emmons

203 World Population

Examination of the components of population composition-fertility, mortality, and migration to understand how they interact to produce particular population structures and population growth rates. The course emphasizes the study of relationships between social and demographic variables, and the consequences of different population structures and population growth rates for societies as a whole and for various social groups. Special attention is given to

the relationship between population dynamics and public policy decisions. *Prerequisite:* Sociology 101.

Ms. Floge

204 Sociology of Mass Media and Popular Culture

An analysis of broadcast and print media institutions. Perspectives include the "production of culture," cultural content analysis, socialization effects, and media coverage. A variety of popular culture genres, both mass and folk, will be covered, with special emphasis on music. *Prerequisite:* Sociology 101.

Mr. Emmons

205 Sociology of Religion

Examination of the relation of religion and society. Topics include definitions and theories of religion, sociological analysis of historical and contemporary religious groups, religious organization and behavior, religion and morality, religion and social change, sectarianism, and secularization. *Prerequisite:* Sociology 101.

Mr. Woolwine

206 Sociology of the Family

An analysis of the family as a social institution. The course takes a comparative and socio-historical approach to the study of American families, and focuses on the ways that families interact with and are shaped by other social institutions, particularly the economy. Topics include intra-family relations, work-family links, and family policy. *Prerequisite:* Sociology 101.

Ms. Potuchek

207 Criminology

Introduction to and delineation of the field of criminology. The course begins with a discussion of criminal law and the extent of crime, and continues with a comprehensive examination of police, courts, and corrections. Theories of crime causation, criminal behavior systems, and victimology are also examined. *Prerequisite:* Sociology 101. Offered every other year.

Mr. Hinrichs

208 Community and Urban Life

Study of communities from a sociological perspective, with a major emphasis on urban areas. Topics include historical development of cities, development of suburbs, urbanism as a unique way of life, city planning, metropolitan dynamics, and urban problems. *Prerequisite:* Sociology 101. Not offered regularly.

Mr. Hinrichs

209 Racial and Ethnic Relations

Comprehensive study of ethnic and minority relations. Theoretical perspectives include immigration and assimilation, prejudice and discrimination, and the structure of the ethnic community. The study of African-American, European-immigrant, and Asian-American communities is emphasized. *Prerequisite:* Sociology 101.

Mr. Emmons

210 Social Change

Application of theories of social change to contemporary trends and changing norms, values, and expectations. Emphasis is on a critical examination of recent changes in the economy and political structure of U.S. society and on the assessment of the efforts by social movements to direct social change. *Prerequisite:* Sociology 101.

Ms. Gill

212 Sociology of Deviance

Examination of the concept of deviance and exploration of the various sociological theories and perspectives for viewing deviant phenomena. Sociological, biological, and psychological theories of causation are examined. There will be an in-depth analysis of alcohol and drug use, variations in sexual behavior, pornography, child abuse, homelessness, and skid row. *Prerequisite:* Sociology 101.

Mr. Hinrichs

213 Political Sociology

Analysis of the role of power and of political institutions in social systems. Marxian, elitist, pluralist, and systems theories of the bases, distribution, and uses of power will be examined, along with studies of power relationships in organizations, communities, nations, and international relations. Attempts to change power relationships by mobilizing new bases of power and legitimacy are examined. Not offered every year. *Prerequisite:* Sociology 101.

Ms. Heisler

217 Gender Roles and Inequality

Examination of the patterns of gender stratification in American social structures and the impact of sex roles on interpersonal interaction. The course centers on the various forms of sexual inequality in today's world, examining the positions of women and men in families, schools, occupations, and politics. Topics include socialization, historical and crosscultural variation in sex roles, and possibilities for change. *Prerequisite:* Sociology 101.

Ms. Gill

218 Sociology of Work and Organizations

Analysis of economic, social, and organizational aspects of the American workforce. Topics include industrialization and the historical development of the American occupational structure, alienation and its solutions, social organization of work, career patterns and development, and the future of work and workers in America. Special attention is given to the organization of occupational groups along class lines and changes in the workplace affecting this historical stratification of work. *Prerequisite:* Sociology 101.

Ms. Gill, Ms. Heisler

219 Chinese Society

Sociological and anthropological analysis of China and Hong Kong. Major socio-cultural themes in both traditional and modern systems are examined, with special emphasis on religion, magic, ancestor worship, politics, social class, cities, and medicine. *Prerequisite:* Sociology 101 or Anthropology 103. Fulfills the non-Western culture requirement.

Mr. Emmons

231 Self In Society

A study of humanistic work in the field of social psychology. Topics include the origin and structure of the self, social roles, the life world as experienced, the reality of everyday life, notions of sincerity and bad faith, and differences in male/female perceptions of self and morality. Writings will include both feminist works and traditional philosophic works. Among the latter are included Nietzsche, Sartre, and Mead. *Prerequisite:* Sociology 101.

Mr. Woolwine

271 Gay and Lesbian Studies

Examination of contemporary life-styles of gays and lesbians and the supporting social movement. In seminar format, discussion will focus on the significant historical events underlying the movement and shaping gay and lesbian identity, the structure of the gay and lesbian subculture, current issues facing gays and lesbians, and society's response to the emergence of a more visible gay and lesbian community. No prerequisites. Half-credit course. Offered every other year.

Mr. Hinrichs

273 Sociology and Everyday Life

Exploration of the commonplace, the exotic, and the offbeat aspects of everyday social life in American society. Topics to be discussed will be determined primarily by the interests of students in the class. Areas of research can range from the sociology of the

environment, prisons, and organizational behavior to the sociology of rock music, auctions, and death. The ultimate goal of the course is to help students understand their society and sociology by applying the sociological perspective to everyday social life.

Prerequisite: Sociology 101. Half-credit course.

Mr. Hinrichs

302 Sociological Research Methodology

Introduction to designing and assessing social science research. The goal of this course is to develop the student's ability to critically review and evaluate social research findings and to prepare the student to plan and carry out research. While greatest emphasis is devoted to survey research, several qualitative and quantitative designs are examined, including the experiment, participant observation, and evaluation research. Issues of sampling, measurement, causality, and validity are considered for each technique. Includes laboratory.

Prerequisite: Sociology 101. Does not fulfill distribution requirement in social science.

Ms. Gill, Ms. Rosenberg

303 Data Analysis and Statistics

Treatment of the analysis and reporting of quantitative data. The logic of data analysis, statistical techniques, and use of the computer will form the basis of the course. Includes laboratory. *Prerequisite:* Sociology 302. Does not fulfill distribution requirement in social science.

Ms. Gill, Ms. Rosenberg

304 The Development of Sociological Theory

Critical survey of the origins and development of modern theories of society in the late nineteenth and early twentieth century. The primary focus is on theories and theorists who have made significant and lasting contributions to our systematic understanding of the social world: Karl Marx, Emile Durkheim, Max Weber, and George H. Mead. *Prerequisite:* Sociology 101.

Ms. Heisler, Mr. Woolwine

305 Contemporary Sociological Theory

Analysis of post-World War II theoretical developments, including functionalism, structural theory (Marxist and non-Marxist varieties), world systems theory, exchange theory, network theory, phenomenology, ethnomethodology, and feminist theories. *Prerequisite:* Sociology 101.

Ms. Heisler, Mr. Woolwine

400 Seminar

Intensive culminating experience for sociology-track majors. Under the direction of a member of the department faculty, students will work to integrate their major and their understanding of the sociological perspective.

Staff

450, 470 Individualized Study

Independent study in fields of special interest, including internships, outside the scope of regular course offerings. The consent of the department is required.

Staff

460 Research Course

Individual investigation of a research topic in sociology or anthropology in the student's special area of interest under the guidance of a faculty member. The topic must be approved by the department. The project culminates in written and oral presentations of a formal paper to the faculty. This is required for departmental honors and is open to juniors and seniors only. Students must submit a proposal to the department a minimum of one month before the end of the semester preceding the proposed study.

Staff

Anthropology

102 Introduction to Human Evolution

An introduction to evolutionary history of our species modern *Homo sapiens*. Topics to be covered include evolutionary theory; primatology; paleoanthropology, including human physical and cultural remains; human genetics; racial variation; and adaptation to varied environments. Does not fulfill the non-Western culture requirement.

Mr. Lorenz

103 Introduction to Social-Cultural Anthropology

Comparative study of human social and cultural institutions, utilizing a series of ethnographies of non-western cultures and data from contemporary American society. The concepts, methods, theories, and history of the discipline will be discussed.

Mr. Loveland, Mr. Lorenz

104 Archaeology of the Prehistoric World

Survey of ancient sites discovered around the world, using archaeological methods and theories to examine problems and issues in prehistory. The course introduces students to the principles of archaeological research, while tracing our prehistoric heritage and the processes that led to the

evolution of settled villages, agriculture, and eventually civilization. Lecture topics range from early African human ancestry to the European Stone Age, and from Mesopotamia and Egypt to Mexico, Peru, and the United States.

Mr. Lorenz

211 American Indians

Introduction to the traditional aspects of Native American cultures by examples drawn from the major culture areas of the Americas. The present-day situation of Native Americans will be discussed. No prerequisite.

Mr. Loveland

215 Psychological Anthropology

Examination of the influence of culture in shaping the personality of the individuals in non-Western societies. The course will include the following topics: psychoanalytic theory, dreams, cross-cultural research, socialization, personality development, modal personality, mental illness, and the effects of social change upon personality. Ethnographic examples from a variety of cultures will be utilized.

Prerequisite: Anthropology 103.

Mr. Loveland

216 Introduction to Medical Anthropology

Study of systems of belief and knowledge utilized to explain illnesses in various cultures and attendant systems of curing. Topics discussed include hallucinogens, shamanism, curing, sorcery, witchcraft, herbal medicines, and the modern American medical system. Ethnographic examples are drawn from a variety of cultures. *Prerequisite:* Anthropology 103.

Mr. Loveland

220 World Cultures

Study of the cultures of Asia, the Pacific, Africa, and Native, North, Central and South America. Class will discuss ethnographies and films about a variety of socio-economic types, including foraging, horticultural, agricultural, and pastoralist societies. No prerequisite.

Mr. Loveland

229 Sport and Society

An introduction to the field of sport from a social science perspective. After a brief overview of the literature on play and leisure, we will examine the role of sports and leisure in other societies such as the Rama and Pueblo Indians, Trobrianders, the

Cherokee, and Kickapoo and Tarahumara. In the last part of the course we will examine the role of sports in American society, looking at factors such as class, gender, and ethnicity as they affect American sports. *Prerequisite:* Anthropology 103 or Sociology 101. Not offered regularly.

Mr. Loveland

230 New World Archaeology

Introduction to the prehistory of the New World, focusing on North America. This course will focus on the settlement patterns and cultural developments of New World peoples. Topics to be discussed include peopling of the New World, subsistence systems, material culture, economy and trade, socio-political organization, and religious systems using archaeological data.

Mr. Lorenz

400 Anthropology Seminar

Capstone experience in anthropology. This seminar is devoted to introducing anthropology students to the latest thinking in anthropology. Building on an historical foundation, this course will provide an overview of the field of socio-cultural anthropology and current anthropological thinking. In addition, some current ethnographies will be read, and students will do individualized projects in a seminar setting.

Mr. Loveland

450, 470 Individualized Study

Independent study in fields of special interest outside the scope of regular course offerings. The consent of the department is required.

Mr. Loveland

460 Research Course

Individual investigation of a research topic in sociology or anthropology in the student's special area of interest under the guidance of a faculty member. The topic must be approved by the department. The project culminates in written and oral presentations of a formal paper to the faculty. This is required for departmental honors and is open to juniors and seniors only. Students must submit a proposal to the department a minimum of one month before the end of the semester preceding the proposed study.

Mr. Loveland

Spanish

Professor Thompson

Associate Professors Burgess (*Chairperson*) and Olinger

Assistant Professors Diaz, Luengo, Nanfito, Vinuela, Yager, and Zielina

Instructors Moreno and Sanchez

Adjunct Assistant Professor Wirth

Adjunct Instructors Elorriaga, Hubbard, and Moore
Teaching Assistant Rosa

Overview

The ability to speak and understand a language other than one's own, and to have insight into the artistic and cultural heritage of other peoples of the world, is considered an integral part of a liberal arts education. The department, through a strong core of basic courses, gives students facility in the use of spoken and written Spanish and some knowledge of its literature and cultural history. The oral-aural method of modern language teaching is stressed in the classroom. Laboratory facilities in the Library Learning Center and other audio-visual equipment complement classroom instruction. Regular laboratory work will be required of some students and advised for others.

Advanced-level courses in literature and civilization are designed to give students an understanding and appreciation of the literature and cultures of the Hispanic peoples. Students are encouraged to study in a Spanish-speaking country, and opportunities are offered through study abroad programs with approved colleges and through cooperative agreements with the Center for Cross-Cultural Study, Seville, Spain, and the Foreign Student Study Center at the University of Guadalajara in Guadalajara, Mexico.

Courses in the department provide sound preparation for graduate study, teaching, or careers in government, business, or social work. The department works cooperatively with the education department in the preparation of Spanish teachers. Since the largest minority group in the United States is Spanish speaking, the department feels that a knowledge of Spanish and an understanding of the Hispanic cultures is of increasing importance.

Requirements and Recommendations

Requirements for a major in Spanish include ten courses above the 300 level. Course requirements are Spanish 301 and 302 (except for students who demonstrate an exceptional command of the Spanish

language and petition the department to be exempted from this requirement), Spanish 304, three other 300 level literature courses, Spanish 400, and one civilization course. Other courses for the major are elective. Spanish majors must spend one semester studying abroad in a program approved by the department. (Students with extensive previous experience living or studying abroad may petition the department to be exempted from this requirement.)

Requirements for a minor in Spanish include six courses above the 202 level, and must include Spanish 301-302 (except for students who demonstrate an exceptional command of the Spanish language and petition the department to be exempted from this requirement), and no more than one course from 205 and 245. Students may include Spanish 202 for the minor if they have begun language study at the elementary or intermediate-level at Gettysburg College.

Distribution Requirements

Prior to their first registration at the College, all students receive pre-registration materials which give detailed instructions on language placement and fulfillment of the distribution requirement in foreign languages. The following courses may be counted toward the distribution requirement in literature: Spanish 205, 304, 308, 313, 314, 315, 319, 320, 324, 325, 326, 400. Spanish 310 and 311 fulfill the distribution requirement in history/philosophy.

The distribution requirement in foreign languages may be fulfilled by successful completion of Spanish 202, 205, 245, or a course at the 300 level or above. Achievement equivalent to 202 may be demonstrated by an advanced placement examination or a departmental placement examination given during orientation before the initial week of fall semester.

Intermediate Program in Seville

Students may complete the last two semesters of the distribution requirement in foreign languages by studying for a semester in Seville, Spain. The intermediate program includes a two-credit course in Spanish language and a two-credit course that integrates the study of Spanish literature and civilization. This course satisfies the distribution requirement in literature. A professor from the department leads students on an initial orientation tour of Spain and teaches the literature/civilization class. Students may live with Spanish families or in Spanish student *residencias*. See listings for Spanish 251-252 and 253-254.

Study Abroad

Advanced students may study at the Center for Cross-Cultural Study in Seville, Spain, or at the Foreign Student Study Center at the University of Guadalajara in Guadalajara, Mexico, both of which offer a wide variety of courses in Spanish, including literature, history, sociology, political science, and management "and more". See *Study Abroad, Center for Cross-Cultural Study, Seville, Spain, page 46, and Study Abroad, Foreign Student Study Center, University of Guadalajara, Guadalajara, Mexico, page 46.*

Language and Service Practicum in the Hispanic Community

Students have the opportunity for cross-cultural learning experience while serving the local Hispanic community. Student projects may include tutoring, translating, and helping families adjust to Anglo culture. *Prerequisite:* Spanish 301. Grading option: S/U. Receives half course credit. Can be repeated once for credit.

101-102 Elementary Spanish

Elements of understanding, speaking, reading, and writing Spanish. Use of language laboratory is required. Enrollment limited to those who have never previously studied Spanish. Students cannot receive credit for both 101 and 103; 102 and 104.

Staff

103-104 Fundamental Spanish

Fundamentals of understanding, speaking, reading, and writing Spanish. Use of language laboratory is required. Enrollment is limited to those who have previously studied Spanish and who are enrolled according to achievement on the Departmental Qualifying Examination. Students cannot receive credit for both 101 and 103; 102 and 104.

Staff

201-202 Intermediate Spanish

Practice in oral and written expression, grammar review, readings, and discussions of Spanish writing as contact with Hispanic culture. *Prerequisite:* Spanish 102 or 104 or consent of the department.

Staff

205 Readings in Spanish and Spanish American Literature

Conducted in Spanish with the dual objective of comprehension of material and reading of Spanish and Latin American literature of cultural and literary merit. *Prerequisite:* Spanish 202 or consent of the department. Students whose native language is Spanish may not elect this course.

Staff

245 Spanish Conversation

Conversation course beyond the intermediate level with emphasis on everyday, applied usage of the language for nonliterary purposes. *Prerequisite:* Spanish 202 or consent of the department.

Enrollment limited to twelve students. This course counts toward the minor but does not count toward the major. To be offered annually. Students whose native language is Spanish may not elect this course.

Staff

251-252 Courses in Spanish Language for Intermediate-Level Students in Seville, Spain

Practice in oral and written expression, grammar review, readings, and discussions of Spanish culture, with a particular emphasis on present-day language usage and contemporary Spanish society. Offered annually in the fall. For intermediate students studying at the Center for Cross-Cultural Studies in Seville, Spain. *Prerequisite:* Spanish 104 or equivalent; concurrent enrollment in Spanish 253-254. Fulfills language requirement. One credit each.

Staff

253-254 Courses in Spanish Civilization and Literature for Intermediate-Level Students in Seville, Spain

An integrated approach to the study of Spanish literature and civilization. The courses provide an overview of the evolution of Spanish culture from prehistoric times to the present, based primarily on the cultural characteristics of Andalusia. The courses examine the origins of the most representative values of Spanish culture in art, literature, and contemporary life. Students will visit museums and historical sites in Andalusia, and will attend artistic events. Offered annually in the fall. For intermediate students studying at the Center for Cross-Cultural Study in Seville, Spain. *Prerequisite:* Spanish 104 or equivalent; concurrent enrollment in Spanish 251-252. Fulfills literature requirement. One credit each.

301, 302 Spanish Composition and Conversation

Exercises in directed and free composition; group discussion and presentation of individual oral work; review of grammar and syntax at an advanced level. *Prerequisite:* Spanish 202 or consent of the department.

Staff

303 Spanish Phonology

Introduction to Spanish phonetic and phonemic theory and analysis, applied to improve pronunciation skills. Study of variation in pronunciation in Spain and Latin America.

Prerequisite: Spanish 302 or approval of the department. Offered 1993-94. Three lecture hours and one laboratory.

Staff

304 Introduction to Literary Analysis

Introduction to basic critical approaches to the reading of prose fiction, poetry, and drama. Through the careful study of works in each genre, students will acquire a knowledge of analytical skills and critical terminology in Spanish. Offered annually. *Prerequisite:* Two Spanish courses beyond Spanish 202 or consent of the department.

Staff

308 Literature of the Golden Age

Masterpieces of different genres of the late-sixteenth through the seventeenth centuries. Emphasis will be placed on major writers of theater, short prose fiction, essay, and poetry. *Prerequisite:* Spanish 304 or consent of the department. Offered 1992-93.

Staff

309 Current Events in the Hispanic World

An advanced composition and conversation course based on current events in the Hispanic world. Students will read articles from a variety of Hispanic periodicals and will view Spanish language news programs in preparation for class discussion. This course can either substitute for Spanish 302 in the requirements for the major and minor in Spanish, or it can be taken in addition to Spanish 302. The aim of the course is both to strengthen students' conversation and composition skills and to keep students abreast of current affairs in the Spanish-speaking world.

Staff

310 Spanish Civilization

Study of the history and culture of Spain from the earliest times to the present. Fulfills the distribution requirement in history/philosophy. *Prerequisite:* Spanish 202 or consent of the department. Alternate years. Offered 1993-94.

Staff

311 Latin American Civilization

Study of the history and culture of Latin America from pre-Columbian times to the present. This course fulfills distribution requirement in history/philosophy. *Prerequisite:* Spanish 202 or consent of the department. Alternate years. Offered 1992-93.

Staff

319 Hispanic Theater

A study of the drama of both Spain and Spanish America through the ages. The focus of the course will vary from semester to semester, based on such aspects as literary period, common theme, historical development, and dramatic theory. *Prerequisite:* Spanish 304 or consent of the department. Offered 1993-94.

Staff

314 Cervantes

A study of the masterpiece, *Don Quijote de la Mancha*, as well as some *Novelas ejemplares* and *entremeses* or one-act plays. *Prerequisite:* Spanish 304 or consent of the department. Offered 1993-94.

Staff

315 An Introduction to Hispanic Cinema

A study of Hispanic cinema from its inception in 1896 through the present, with major emphasis on films made since the advent of revisionary cinema around 1960. The course will focus on the development and renovation of cinematography, will explore the relationship between cinema and other forms of artistic expression, and will examine the development of Hispanic cinema in the context of the historical circumstances of the Hispanic countries which have been most active in making films. Offered 1993-94.

Staff

313 Nineteenth-Century Literature in Spain and Latin America

Studies in the essay, the novel, the short story, the drama, and poetry according to the essential literary movements (romanticism, costumbrismo, realism, naturalism, modernism) of the nineteenth century in Spain and Latin America. *Prerequisite:* Spanish 304 or consent of the department. Offered 1992-93.

Staff

320 Lyric Poetry

A study of Spanish lyric poetry through the ages. The course will concentrate on the interrelationship of form, content, and idea, noting major influences upon the poetry of each period. Appreciation is considered a major goal of this course and much poetry will be read orally and discussed. Alternate years. *Prerequisite:* Spanish 304 or consent of the department. Offered 1992-93.

Staff

324 Latin American Contemporary Prose

Emphasizes the novel of the "boom" in Latin America. Major writers such as Gabriel Garcia-Marquez, Mario Vargas Llosa, Carlos Fuentes, Julio Cortazar, Juan Rulfo, and Jorge Luis Borges will be

read. *Prerequisite:* Spanish 304 or consent of the department. Offered 1993-94.

Staff

325 Generation of '98 and Pre-Civil War Literature

Studies in the essay, poetry, prose fiction, and drama of the major writers of the late-nineteenth and early-twentieth centuries in Spain. *Prerequisite:* Spanish 304 or consent of the department. Alternate years. Offered 1993-94.

Staff

326 Post-Civil War Literature of Spain

A study of the major literary trends and works in Spain, beginning with the resurgence of Spanish literature in the 1940's and continuing to the present day. *Prerequisite:* Spanish 304 or consent of the department. Alternate years. Offered 1992-93.

Staff

351 Introduction to Spanish Linguistics

Introduction to linguistic theories, methods, and problems as applied to Spanish. Some attention will be given to typical areas of investigation, such as Spanish dialectology, sociolinguistics, bilingualism. *Prerequisite:* Spanish 302 or approval of the department. Offered 1992-93.

Staff

400 Senior Seminar

Directed and specialized studies in Spanish and Latin American literatures from the medieval period to the present. This course is to be taken by seniors during the final semester in order to complete their undergraduate work in Hispanic literatures. *Prerequisite:* Limited to seniors except with permission of the department. Offered in the spring of every year.

Staff

Portuguese

101-102 Elementary Portuguese

Elements of understanding, speaking, reading, and writing Portuguese. Course includes oral and written work, graded elementary reading, and use of audiovisual cultural materials and correlative drill in the language laboratory.

Staff

201-202

Practice in oral and written expression, grammar review, readings, and discussions of Portuguese writing as contact with the culture of countries where Portuguese is spoken. *Prerequisite:* Portuguese 102 or its equivalent.

Staff

Theatre Arts – See English

Women's Studies

Women's Studies Program Advisory Council

Professors Armster, Berg, Cahoon, Cain, Gill, Hardwick, Johnson, Light, Olinger, Potuchek (*Coordinator*), Powers, Small, D. Tannenbaum, Trevelyan, and Richardson Viti

Assistant Provost Floge, Ms. Beck, Ms. McCaskill, Ms. Moyer (*Readers' Services Librarian*), Ms. Sprague, Ms. Thomas (*Associate Director of Development*), Ms. Vogel

Overview

The objective of women's studies is to encourage students to analyze the roles, perspectives, and contributions of women. Through the examination of women's past history, present condition, and future possibilities, students come to understand gender as a cultural experience. In women's studies courses, students learn a number of methods for examining, as well as strategies for modifying, the conditions that affect all of our lives.

Women's studies emphasizes cross-cultural perspectives and analysis. Through an array of interdisciplinary courses and of courses that focus on gender within particular disciplines, women's studies seeks to integrate women and feminist scholarship into all levels of the curriculum.

Requirements and Recommendations

Six courses are required for the minor in women's studies. Students must take Women's Studies 120 and Women's Studies 400. Two additional courses must be from the list of core courses. The remaining two courses may be drawn from any of the following: (1) core courses, (2) affiliated courses, and (3) approved courses of individualized study in women's studies. Prospective minors in women's studies are encouraged to discuss their plans with a women's studies faculty member as soon as possible in their academic careers. Students minoring in women's studies are strongly advised to take Women's Studies 120 in the first or second year of study and Women's Studies 400 in the senior year.

Core Courses:

120 Introduction to Women's Studies

A study of the perspectives, methodologies, and findings of the new scholarship in various disciplines on women. We will look at how women have influenced and been affected by such issues as family, language, creativity, and labor. The course is taught by an interdisciplinary team of instructors.

Staff

216 Images of Women in Literature

An examination of the various ways women have been imagined in literature. We will look at how and why images of women and men and of their relationships to one another change, and at how these images affect us. Emphasis will be placed on developing the critical power to imagine ourselves differently. Fulfills literature requirement.

Ms. Berg

217 Famous French Femmes Fatales

Today women are attempting to demystify the feminine condition, for, as the late Simone de Beauvoir observed, the "mythe de la femme" is a male invention. Literary images of women have, understandably, been a major focus of this investigation. Thus, this course will examine some famous French women, from the Princess of Cleves to Emma Bovary, and scrutinize them from the perspective of feminist criticism. Fulfills literature requirement.

Ms. Richardson Viti

218 Images of Women in Contemporary Indian Literature

A study of the evolving images of women in contemporary Indo-Anglian literature. The course will address such topics as the novel as an imported genre, differences between the ways in which men and women read and write, and Pan-Indian themes in non-vernacular literature. Fulfills literature and non-Western requirements.

Ms. Singh

219 Contemporary Women Writers: Cross-Cultural Perspectives

An examination of the novels and short stories of authors from diverse socio-cultural backgrounds, with emphasis on the Third World. Particular attention will be given to the ways in which these writers represent the female experience. The class will examine works written from 1965 to the present. Fulfills literature requirement.

Staff

300 Feminist Theories

An exploration of various feminist theories about women — about their experiences, their representations, and their relative positions in diverse societies. Contemporary and earlier works will be discussed in order to evaluate and synthesize the multiple approaches to feminist theories. Women's Studies 120.

Staff

320 Practicum in Feminist Theory and Collective Action

An examination of the relationship between feminist theory and community action. The course combines weekly seminar meetings with student internships in organizations that use collective action to pursue change in societal conditions for women. Readings from feminist theory of organizations, collective action, and social policy are used as a basis for discussion and analysis of students' internship experiences. *Prerequisites:* Women's Studies 120 and one other core women's studies course (or permission of the instructor).

Staff

350 Women, Family and Public Policy

An examination of the effects of public policy both on women's family roles and on the interaction of those roles with other aspects of women's lives. The course focuses primarily on industrialized nations and examines such policies as birth control and abortion, maternity benefits, family allowances, childcare, housing policies, and social assistance. *Prerequisite:* Women's Studies 120.

Ms. Potuckek

351 Women in Nazism

An examination of the effects of Nazism on women, primarily (but not exclusively) in Germany beginning in the 1920s and extending to post-war times. The course focuses on women's perspectives as exhibited in historical and literary documentation.

Ms. Armster

400 Issues in Feminist Theory and Methods

The capstone course in women's studies. This course focuses on the variety of theories and methods in women's studies scholarship by examining a particular issue from a number of different feminist perspectives. Topic for 1991-92: Intersections of Inequality: Race, Class, and Gender. *Prerequisites:* Women's Studies 120 and two other women's studies courses.

Staff

(See appropriate departmental listings for descriptions of the following courses.)

Art 400 Seminar in Art History

Economics 302 Gender Issues in Economics

History 209 Women's History Since 1500

History 306 Women and Work

IDS 215 Contemporary French Women Writers

Political Science 209 Feminist Theory in American Politics

Religion 323 American Women in a Man's Religious World

Sociology 217 Gender Roles and Inequality

Affiliated Courses:

Art 227 Arts of the First Nations of North America

Classics 121 Survey of Greek Civilization

Classics 264 Ancient Tragedy

English 333 Victorian Aesthetics

History 204 History of England Since 1603

History 310 History of Early Modern France

Music 108 Women and Music

Political Science 407 American Black/Feminist Political Thought

Religion 113 Women in the Ancient World

Religion 124 Elizabeth to Irene: Women in Christianity I

Religion 125 Theodora to Margery: Women in Christianity II

Religion 156 Women in Buddhism

Sociology 206 Sociology of the Family



GETTYSBURG

College
Life

College Life

The College recognizes that students develop intellectually, emotionally, physically, socially, and spiritually. The Office of the Dean of the College, an administrative division within the College, has as its central purpose the provision of an environment, programs, and services which enhance the students' liberal education. Under the direction of the dean, the Office of the Dean of the College, College Union, Residence Life, The Women's Center, Greek Organizations, Counseling Services, Career Services, Health Services, and the Chapel Programs compose the division.

Office of The Dean of the College

The Office of the Dean of the College strives to help students see that the events in their lives out of the classroom directly influence their in-class experiences and achievements. This is accomplished by providing a variety of programs and services. The college life staff assists students in the following:

Information. Students require information about many opportunities available to them. The Office of the Dean of the College answers student questions about the College, or, when appropriate, will refer students to the proper source for information.

Advisement. Members of the staff work with various student organizations, providing them with guidance and training in leadership skills.

Living Accommodations. The many opportunities for on-campus living are administered through the Office of the Dean of the College. An undergraduate residence life staff is directly supervised by two professional, live-in Assistant Directors of Residence Life. The overall area of Residence Life reports to the Associate Dean of the College.

Change. Any healthy educational institution must continually undergo change. Students often provide the invaluable input which leads to change in policies, programs, and services. By working cooperatively with administrators, students have successfully initiated changes in residential options, dining options, informal educational programs, facilities, and numerous rules and regulations.

Publications. On an annual basis, the Dean of the College staff works with students in publishing the

Student Handbook. The College Union Staff advises the publication of the yearbook, the *Spectrum*.

Research. In order to improve its services and programs, the Office of the Dean of the College often collects data on student needs, attitudes, and evaluations. Recently, research has been conducted on living accommodations, residence hall visitation options, dining plan options, room reservation procedures, and alcohol use.

Discipline. The Dean of the College is responsible for the non-academic discipline of students. Staff members work with the faculty and student members of the Student Conduct Review Board to uphold the regulations of the College and to protect the rights of the individual.

Residential Life

Residential life at Gettysburg College has a major impact on the total development of the student. The residential environment (persons, policies, and facilities) promotes the formation of a community and encourages a style of life that is conducive to the development of respect for the individual and the society in which one lives. During a student's experience at Gettysburg College, decisions are made concerning personal values, occupational choices, one's identity, personal responsibility, and a philosophy of life. The residential program attempts to provide opportunities for examining these areas of concern.

Recognizing the influence of the environment on development, Gettysburg College requires all students (unless married or residing with their families) to live on campus. Exemptions from this requirement are granted only by the associate dean of the college.

Assistant directors of residence life are professional, live-in staff members who directly select and supervise the student staff of resident coordinators and resident advisers. The student staff participates in an ongoing training program, developed by the assistant directors of residence life, which enables them to help other students adjust to the college environment. The residence hall staff provides a variety of educational and social programs that enhance the educational and social development of all residence hall students. Students living in residence halls also have the opportunity to work with members of the faculty and administration in setting regulations which apply to all College residences.

Gettysburg College offers a variety of options in living environments. The students may choose to live in one of eleven residence halls varying in occupancy from 35 students to 219 students. There are also coeducational and single sex hall options. Each of the residence halls has a different visitation policy. The visitation policies are as follows:

Option A—Open Visitation from 10 AM - 12 midnight, Sunday through Thursday. 10 AM - 2 AM, Friday and Saturday

Option B—Open Visitation from 10 AM -12 midnight, Sunday through Thursday. 24 hours, Friday and Saturday

Option C—Open Visitation, 24 hours, Sunday through Saturday.

Another living opportunity exists in the area of Special Interest Housing. This option is for students who wish to live together and work on a project of mutual interest throughout the academic year.

Also included as an optional living environment is the opportunity for sophomore, junior, and senior men to live in a fraternity house on or near the campus.

Most of the student rooms are double occupancy; however, a few single rooms are available and some rooms are large enough for three or four people. Each student is provided with a single bed and mattress, a dresser, and a desk and chair. Students provide their own pillows, bedding, spreads, study lamps, and window curtains. Card-operated washers and dryers are available on the campus for student use. Each student room in residence halls is equipped with a telephone and cable TV service. The use of refrigeration units is permitted in student rooms; those units may have a capacity of not more than three cubic feet. Rental units are available from an independent firm. Cooking units are not permitted in individual student rooms.

Greek Organizations

Greek organizations have a long and rich tradition at Gettysburg College. The first national organization was formed for men on campus in 1852. National sororities were first formed on campus in 1937. Currently, there are eleven social fraternities and five social sororities.

The fraternities, which have individual houses either on or near the campus, offer an alternative living option to their members. The sororities do not have houses but each has a chapter room in a central location which serves as a meeting and socializing place for the group.

In addition to providing a social outlet for their members, Gettysburg's fraternities and sororities serve the campus and community with beautification campaigns, blood drives, Christmas parties for local children, and other philanthropic activities.

The goals of the Greek system are to instill in its individual members the qualities of good citizenship, scholarship, service, and respect for oneself and others. Any student interested in joining a Greek organization is required to have a 2.0 GPA.

Dining Accommodations

The Gettysburg College Dining Hall, the Camalier Center, offers a variety of dining options for every student. Students can select from four plans: 20 meals per week, any 14 meals per week, any 10 meals per week, or any 7 meals per week. All first year students are required to enroll in the 20-meal plan for their first year at Gettysburg. All on-campus residents of non-apartment-style residence halls are required to enroll in at least the minimum dining plan each semester (any 7 meals per week). Cooking is not allowed in the residence hall rooms, so students are urged to select a plan which enables them to eat the majority of their meals in the dining hall. Dining hall hours of service are as follows: Breakfast, 7:15 AM-10:15 AM; Continental Breakfast, 10:15 AM-11:00 AM; Lunch, 11:15 AM-2:00 PM; Dinner, 4:30 PM-7:15 PM. The Bullet Hole (College snack bar) offers a cash equivalency program daily from 2:00 PM to 9:00 PM for students who prefer that alternative. (Hours subject to change.) Initiated members of fraternities living in non-apartment-style College residence halls must enroll in at least the minimum dining plan. Off-campus students can also purchase a meal plan to accommodate their schedule.

Student Conduct

Every community has certain regulations and traditions which each member is expected to abide by and uphold. Perhaps a college campus community, even more than others, depends upon members who are mature and have a sense of responsibility. Only in such a community of

responsible citizens can there be an atmosphere established which will contribute to the liberal arts education.

Consequently, the student who fails to support the objectives of Gettysburg College forfeits his or her right to continue to attend the College. The College reserves the right to dismiss any student whose conduct is detrimental to its welfare or whose attitude is antagonistic to the spirit of its ideals. Such an individual forfeits all the fees which he or she has paid. Living groups or organizations formally approved by the College are subject to the same regulations as individual students.

Believing that it is sensible and proper for all students to be fully aware of their obligations and opportunities as Gettysburg College students, the College publishes a statement entitled "The Rights and Responsibilities of Students." This document is the result of discussions and conclusions reached by the student-faculty-administrative committee. It deals with such questions as the academic, citizenship, and governance rights and responsibilities of students. It is published annually in the *Student Handbook*.

The *Student Conduct Review Board* and the Office of the Dean of the College handle student violations of College policies, including individual or group violations of College rules. In working to preserve the ideals and objectives of Gettysburg College, the judicial system does not necessarily stress the administration of punishment, but rather the promotion of education. Gettysburg College, as a liberal arts institution, provides a learning experience both in and out of the classroom. By aiding and protecting this educational environment, the judicial system helps students realize their potential as mature responsible citizens.

The Student Conduct Review Board consists of students and faculty members, and is advised by administrative members of the Office of the Dean of the College.

Before a student decides to apply for entrance into Gettysburg College, he or she should be aware of the rules governing student conduct. A complete copy of the rules and regulations may be obtained by writing to the associate dean of the college.

College Union

The College Union is the center of student activities and an informal laboratory for experimental learning. Through a myriad of services and activities, the Student Activities Council and College Union offer many opportunities for students to become involved in planning and participating in campus activities. Assistance with the development of interpersonal and leadership skills, as well as working with faculty members, administrators, and students to initiate a well-balanced program of cultural, educational, recreational, and social activities are the priority of the College Union staff. Among the many services provided by the professional and student staff of the College Union are information about the campus and community activities, ticket sales, travel information, lost and found, and newspaper subscription services.

Hours of Operation

College Union

Monday thru Friday	8 AM to 1 AM
Saturday	9 AM to 1 AM
Sunday	noon to midnight

Games Area

Monday thru Sunday	noon to 11:30 PM
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Located in the College Union are meeting rooms; campus scheduling; recreational facilities, including a pool; the College Store; showcases; a 1,000-seat ballroom; and the Bullet Hole (snackbar). The Plank Student Activities Center is an informal gathering place for students to meet with their student organizations, relax, study, and listen to music. Pinball machines, a large screen TV, billiards, and electronic games are located here.

A campus nightclub, The Dive, is located in the College Union. It features a state-of-the-art sound system, food service, wide screen television, a video system, and a dance floor. The layout of the club allows for flexible floor space to accommodate a variety of special activities.

Student Activities and Organizations

The Plank Student Activities Center serves as the primary resource and advisory center for student activities programs and student organizations. It is establishing itself as the resource center for all student organizations, where many of these organizations have offices (i.e., Student Senate, Student Activities Council, Black Student Union,

Panhellenic and Interfraternity Council, Hillel, Honor Commission, *Gettysburgian*, *Spectrum*, and WZBT Radio). The games area, student lounges, and meeting spaces are also available.

Student Activities Council

While the facilities and services offered by the College Union contribute largely toward making it a comfortable place for students, the Student Activities Council (SAC), a student-run programming board, provides meaningful and enjoyable cultural, educational, recreational, and social activities which complement the curriculum at Gettysburg College. All such events are supported by student-controlled funds. The Student Activities Council is composed of the following committees: publicity, entertainment, concert, Bullet Hole/Dive, and special events. Representatives from other student organizations provide suggestions and help implement a diverse programming schedule.

Leadership Development Program

The leadership development program provides student leaders with two retreats each year, held at the beginning of fall and spring semesters, as well as monthly workshops. Topics have ranged from time and stress management to empowerment and vision setting. Each year, the leadership development program establishes a theme. Students have the chance, in retreats and workshops, to share ideas with each other and to experientially practice the topics discussed. Resources are available in the College Union and student activities offices for student leaders to utilize. The overall goal of the leadership development program is to provide a common basis for student leaders to discuss common issues and to help prepare them to develop a more active role on campus and in the community.

Student Government

Students participate in College governance by serving on various College, class, and faculty committees; as well as in the Student Senate, residence hall associations, and Greek organizations.

Student Senate

The Gettysburg College Student Senate works in cooperation with the trustees, administration, and faculty to bring to the campus community a well-organized, democratic form of student government. It represents the student view in formulating policies while working to promote cooperation among all constituencies of the College.

The Student Senate is composed of four executive officers, twenty class senators, and many dedicated committee members. Under the recently passed *Constitution*, the four standing committees of the Senate are Academic Policy, Budget Management, Public Relations, and Student Concerns. Students can also serve on various faculty and trustee committees.

The Senate ensures student representation as Gettysburg College strives to maintain its heritage of excellence as one of the finest liberal arts institutions in the United States.

Student Life Council

The Student Life Council is an organization composed of members of the student body, faculty, and College administration. This Council has responsibility for studying matters and developing policies pertaining to student life and student conduct. Business may be brought to the Council or legislation proposed by any member of the College community. Major issues are debated in Student Senate and in faculty meetings before resolution by the Council. The Council makes recommendations to the President, who accepts, rejects, or refers them to the Board of Trustees prior to implementation.

The Honor Commission

The Honor Commission is a student organization which is authorized by the constitution of the Honor Code. The Commission is composed of ten students, aided by four case investigators, six faculty advisers, and an adviser from the College administration. Its function is to promote and enforce the Honor Code at Gettysburg College, to secure the cooperation of students and faculty to these ends, and to adjudicate allegations of Honor Code violations.

Interfraternity Council

An important part of the responsibility for governing fraternities at Gettysburg College is assumed by the Interfraternity Council (IFC), an organization composed of an executive board, the President, and a representative from each social fraternity. This Council formulates and administers general regulatory policies by which fraternities must abide. It serves as the representative of the social fraternal groups to the student body, the College, and the community of Gettysburg. During the school year the IFC sponsors a variety of campus social and community service activities.

Panhellenic Council

Important responsibility for governing the sorority system at Gettysburg College is assumed by the Panhellenic Council, to which each sorority elects two student representatives. This Council establishes and enforces the Panhellenic "rush" regulations and functions as a governing body in matters involving sororities and intersorority relations.

Programming and Student Activities

In addition to the programs sponsored by the Student Activities Council and College Union staff, the College offers many other major activities which are sponsored by campus groups. Among these are the Performing Arts Committee and Convocation Committee, as well as various dramatic and musical organizations.

The Lecture Program, sponsored by a faculty lecture and performing arts committee, brings well-known scholars and outstanding figures in public life to campus each year. In this way, the College extends the student's view beyond the confines of the College community. In addition to the general lecture series, the following special lectures are given regularly.

The Robert Fortenbaugh Memorial Lectures :

An endowment provided by Clyde E. (Class of 1913) and Sara A. Gerberich supports a series of lectures and other programs in the Department of History. Each year an authority on the Civil War period has lectured on a topic related to those years. These public lectures are presented in November to coincide with the anniversary of Abraham Lincoln's Gettysburg Address.

Musselman Visiting Scientist: A fund provided by the Musselman Foundation in honor of Dr. John B. Zinn, former chair of the chemistry department, supports an annual three-day visit by a renowned scientist to the chemistry department.

Stuckenberg Lecture: A bequest from Mary G.

Stuckenberg in memory of her husband, the Rev. J. H. W. Stuckenberg, enables the College to sponsor a lecture in the area of social ethics.

Bell Lecture: A fund from the estate of the Rev. Peter G. Bell (Class of 1860) was given to the College to establish a lectureship on the claims of the gospel ministry on college men. The main object of this

fund is "to keep before the students of the College the demand for men of the Christian ministry and the condition of the age qualifying that demand."

Norman E. Richardson Memorial Lectureship Fund:

A fund established to commemorate the outstanding contributions made to the College by Norman E. Richardson, Professor of Philosophy, from 1945 to 1979, supports each year an event that stimulates reflection on inter-disciplinary studies, world civilization, the philosophy of religion, values, and culture.

The Henry M. Scharf Lecture on Current Affairs: A fund provided by Dr. F. William Sunderman (Class of 1919) in memory of Henry M. Scharf alumnus and member of the College's Board of Trustees from 1969 to 1975, is used to bring a recognized authority or scholar to the campus each year to speak on a subject of timely interest.

The College encourages students to experience and to participate in various **performing arts** and provides an opportunity for those with special talent to develop and share that talent.

Performing Arts Committee: Each year recognized professional groups and individuals present to the campus performances of dance and drama, as well as vocal and instrumental music.

The Gettysburg College Choir: It appears at special services and concerts on campus. Each year it makes a concert tour, presenting concerts in churches and schools. Choir members are selected on the basis of ability, interest, and choral balance.

Chapel Choir: During the year it performs at chapel services, special services, and concerts. Members are selected on the basis of ability and willingness to meet the rehearsal and service requirements.

Band: The "Bullet" Marching Band begins its season with a band camp in preparation for performances at football games, festivals, and parades. At the conclusion of the marching band season, the College Symphonic Band begins its rehearsals. In addition to home concerts, there is an annual tour through Pennsylvania and neighboring states.

The offering of small ensembles remains a vital segment of the overall instrumental program. Clarinet choir, brass ensemble, jazz ensemble and others are open for membership to band members and meet on a weekly basis.

Gettysburg College/Community Chamber Orchestra:

The orchestra performs concerts throughout the academic year. Membership is open to all students who have the necessary proficiency. Auditions are held at the beginning of each school year.

The Sunderman Chamber Music Concerts:

The Sunderman Chamber Music Foundation, established by Dr. F. William Sunderman (Class of 1919) to "stimulate and further the interest of chamber music at Gettysburg College," each year sponsors important campus performances by distinguished and internationally-recognized chamber music groups.

The Owl and Nightingale Players: Each year this distinguished group of performers stage three major productions under the leadership of the College's theatre faculty. The program is a varied one: each four-year cycle usually includes plays by Shakespeare, Shaw, Moliere, and O'Neill, as well as Broadway musicals and works by contemporary dramatists. All productions are offered in the handsome 245-seat Kline Theatre which features a thrust stage and is located in Brua Hall.

Laboratory Theatre: Lab Theatre produces a dozen one-act plays each year, many of which are new and some of which are the work of campus playwrights. All works are given in the exciting Stevens Laboratory Theatre in Brua Hall, where the seating can be rearranged to provide staging in the round, thrust, profile, and frontal. In addition, senior theatre arts students utilize the theatre for staging thesis productions for their major.

Otherstage: In addition to sharing the facilities of the black box Stevens Theatre, this troupe performs its short plays at other areas both on campus and in the community. Their work encompasses lunchtime theatre, street theatre, and children's theatre.

In each of the theatre groups, students are afforded the opportunity of gaining experience in all areas of theatre, from acting and directing to scene design, lighting, and costuming.

Gettysburg Theatre Festival: Now in its twenty-second season of offering cultural stimulation as well as refreshing entertainment to both campus and community, the Gettysburg Theatre, with its company of professional performers, provides the focus for the Theatre Practicum. These are college credit courses: students herein enrolled serve in supporting roles and assist in the technical aspects of

the Theatre's life. The company offers an interesting balance of modern classics, Broadway and off-Broadway hits, and avant garde works not generally performed in summer theatre. All works are performed in the air-conditioned Kline Theatre. In addition, the company operates a Theatre for Children, which offers a series of hour-long plays for young people on the lawn adjacent to Brua Hall.

Artist-in-Residence: During the year, the College invites professional performing artists to the campus for one-month residencies. Drawn from music, theatre, dance, and fine arts, the artists-in-residence work with interested and talented students in workshops as well as in rehearsals and, ultimately, in performance.

Campus Communications

Every community needs to keep its members in contact with each other and with the rest of the world. On the Gettysburg campus, student communication media not only inform the members of the community, but also afford students an opportunity to express their ideas effectively and to learn the practical necessities of producing newspapers, radio broadcasts, magazines, and yearbooks.

The Gettysburgian: The College newspaper is staffed completely by students who are responsible for editing, feature writing, news writing, layout, personnel management, subscription management, and circulation. This weekly newspaper carries news, feature articles, and editorials concerning activities on and off campus.

The Mercury: The poems, short stories, and illustrations published in *The Mercury* are contributed by students. The student editorial staff encourages creative writing within the campus community.

The Spectrum: A pictorial essay of life on campus is featured in the College yearbook. Staffed by students, the yearbook offers the opportunity for creativity in design, layout, photography, and writing. *The Spectrum* covers the full academic year, including commencement weekend. It is mailed to graduating seniors and offered to underclass students early in the fall semester.

WZBT: The College radio station (91.1 megacycles) has been the voice of the campus for many years. WZBT operates as a noncommercial, educational FM

radio station over the public airwaves and under FCC regulations. The station is student staffed and broadcasts a variety of programs from its fully-equipped studios. WZBT is organized like a professional radio station and offers positions for announcers, disc jockeys, newscasters, engineers, and music librarians, as well as jobs in production, continuity, and advertising. A student executive committee supervises the daily operation of the station, and a Board of Overseers composed of students, faculty members, and administrators establishes general policy for the station.

Other Activities

Debate Society: The Debate Society is committed to developing reasoning and argumentative skills through intercollegiate debate as well as through the sponsoring of campus forums and discussions. Student members offer workshops in reasoning and argument, and volunteer their services as moderators, devil's advocates, and discussion leaders for various campus organizations.

Student Activities Council: The Student Activities Council provides the leadership for organizing and promoting a variety of student-initiated activities on campus and has a primary role in the programming for special weekends such as Homecoming and the Fall Family Weekend. It also functions as a programming board by supporting and coordinating the programs and activities of other campus organizations. Membership is open to all interested students.

Opportunities for students to pursue their special interests also exist through the long list of campus clubs and organizations. The list includes Amnesty, Art Society, Bicycling, Black Student Union, GCTV, GECO (Gettysburg Environmental Concerns Organization), Rugby Club, and International Club. Various other opportunities are available in departmental and professional clubs and honorary societies.

Career Services

The Career Services Office at Gettysburg College helps Gettysburg students make informed career decisions, and then act effectively with regard to those decisions. Career Services also seeks to promote an active interest in Gettysburg College students among organizations and individuals beyond the campus community.

The process of developing a career during the college years is implemented through several activities, each essential to the ultimate success of the individual. These essential activities are **self-assessment, career exploration, experiencing career alternatives, and the actual implementation of the job or graduate school search.** Ideally, initial discovery and expansion of interests and skills occurs during the first year, when exposure to the many facets of college life begins. More focused self-assessment might begin as students contemplate the career implications of their choice of an academic major during the sophomore year. During the junior year and the summers immediately before and after, students may develop a more precise knowledge of and interest in a particular career field, perhaps through a summer job, internship, or volunteer experience. Plans for the actual job or graduate school search, which can take place throughout senior year, may begin to be made at this time.

The Career Services Office assists students with all of these career development phases. We help students assess their skills, interests, and values, match these to the career fields most appropriate to them, and then train students in how to conduct an effective job or graduate school search. Since most individuals will change jobs and even careers a number of times during the course of their working lives, this kind of background and training will be useful in the future.

Individual career counseling for students is always available with our professionally-trained staff. A special First Step Session workshop, an interactive computer program (DISCOVER), and information on the career paths of various academic majors at Gettysburg are available to students beginning to conduct career self-assessment. Our Career Library is stocked with books, monographs, and directories which provide students with up-to-date information on possibilities within the world of work. A special resource at Gettysburg is the **Gettysburg Alumni Information Network (GAIN)**, a group of alumni

who have volunteered to provide our students with career information, and who are readily accessible to our students. Career Coffee Hours, which bring alumni of various academic majors back to campus to talk with students, are hosted throughout the year. We also host a Graduate School Day during which students meet with representatives from a variety of professional and graduate programs, and a Social Change & Community Service Career Fair for students interested in careers in those areas.

To help students conducting a serious graduate school or job search, the Career Services Office offers workshops on "Resume Writing", "Effective Interviewing", "Summer Jobs", "The Art and Science of Job Hunting", and "Graduate School Search Techniques." We also have an active on-campus recruiting program, as well as three large off-campus job fairs.

Career Services also conducts a follow-up study of each graduating class to learn more about post-graduate experiences. Over the past several years, our career services students have pursued a wide range of post-college occupations, including accountant, teacher, management trainee, research technician, marketing representative, account executive, budget analyst, financial planner, congressional aide, personnel assistant, social worker, and assistant editor. Graduates also pursue advanced study in fields such as physical therapy, athletic training, law, medicine, religion, psychology, genetics, college administration, international affairs, and politics. Examples of organizations where graduates obtained employment were Arthur Andersen & Co., Federal Government, Deluxe Check Printers, March of Dimes, Sports Medicine Association, U.S. House of Representatives, Prudential, Merck & Co., TRW, and AETNA Life & Casualty. Examples of educational institutions attended include Boston College, Tufts University, Georgetown University, Pennsylvania State University, Dickinson School of Law, Johns Hopkins University, and Rutgers University.

The process of getting a job, which is only one part of the whole career development process, takes intelligence and planning, and each individual student at Gettysburg must learn it at his or her own pace, and with individual questions in mind. We have the resources and professional expertise to help students, and encourage them to visit us at any point in their college careers.

Health Center

The Gettysburg College Health Center is dedicated to the delivery of personalized primary health care. The health center contains both health and counseling services in order to maintain both physical and emotional well-being. Illness care and health promotional activities are possible through the inclusion of a wellness model for health care.

Wellness can be defined as an ongoing process of personal involvement in life-style behavior that promote physical, emotional, intellectual, and spiritual well-being. Students are encouraged to take an active role in their health care by making appointments at the health center and becoming more-informed health care consumers.

The health center maintains a strict policy of confidentiality. Only with the patient's written consent can any health record or health-related information be shared outside of the health center. The contents of the health record are not incorporated into the official college record.

Gettysburg College has an HIV/AIDS policy which covers students, faculty, staff, and administration. The purpose of this policy is to support the confidential needs of the individuals with HIV/AIDS, as well as maintain the safety of the campus community. Copies of this policy, which is reviewed annually, are available in the *Student Handbook* and the personnel office.

Student Health Services

The Student Health Services component of the health center offers a variety of illness, wellness, and health educational services for students. The professional staff includes adult and family nurse practitioners, family physicians, registered nurses, medical assistants and an administrative assistant. All of these individuals specialize in college health-related issues. The nurse practitioners are registered nurses with advanced training and certification in the assessment, diagnosis, and treatment of minor acute and stable chronic illness. Together, the health care providers offer the following health services:

- Assessment and treatment of minor acute illness (colds, flu, sprained ankles, etc.)
- Maintaining stable chronic illness (such as diabetes and asthma)
- Immunizations (Tetanus, MMR)

- Allergy injections
- Women's health care (PAP smears and treatment of vaginal infections)
- Contraceptive services
- Health education
- Weight management
- Stress management
- Exercise recommendations
- Athletic physicals
- Nutrition guidance

A limited number of in-house laboratory evaluations can be performed (throat and urine cultures, mono and pregnancy tests) during a health visit. The cost of the visit to the health center for evaluation, some lab work, and some medications, is covered by tuition and fees. Any additional lab work, immunizations, x-rays, medications, ER visits, or physician referrals are the financial responsibility of the student. All students are strongly encouraged to have health insurance coverage. An accident insurance policy covers all students after their private insurance stops, but does not include x-rays or hospitalizations for non-accident-related illnesses.

Health history and physical examination forms are required for each new student prior to registration. All students must have the following immunizations: 1) tetanus immunization within 10 years; 2) tuberculin skin test within one year; 3) measles, mumps, and rubella (MMR) at 15 months and second booster (since 1980) before entering college and/or documented immune titre.

All patients are seen in the health center by appointment only. Walk-in services are for minor emergencies. For after-hours health care emergencies, students are encouraged to go directly to the Gettysburg Hospital Emergency Department, conveniently located six blocks from campus.

The importance of the provision of health education and wellness information to individual patients and small groups cannot be overstated. Student groups are actively involved in the policy-making and outreach efforts of the health center to better integrate vital health information into the campus community.

Counseling Services

With the goal of promoting the emotional well-being of all members of the Gettysburg College Community, the counseling services staff located in the health center, offers a number of services and a wide variety of programs. These activities are concerned with helping students grow to become effective, self-directing adults. This goal is achieved through teaching students the skills necessary to deal with their personal problems and feelings so that they can benefit as much as possible from their educational experience.

Through individual counseling, the College's professional counselors work with students in a confidential relationship, teaching them how to approach their problems and how to resolve them. Some of the types of things students talk to counselors about are their morals and values, academic pressure, study habits, concerns about their sexuality, relationship issues, drug-related issues, problems with friends and roommates, their goals and plans, difficulties at home, feelings of depression and lack of motivation, and how to become the kind of person they want to be. While much counseling involves solving problems and changing, its focus is often simply helping a student to better understand himself or herself.

The College, through the counseling services, provides the campus community with a program of alcohol and drug education which includes prevention programming, help for problem users, group support for recovering persons and for adult children of alcoholics, and awareness presentations. Campus health education is also provided by CHEERS (College Healthy Environment Education for Responsible Students), which is made up of student peer educators. The drug education coordinator is available to the campus community to develop and maintain appropriate educational programs and to counsel with individuals.

Counseling services also offers a number of topic-oriented group experiences which teach skills that students can use to improve their experiences on campus and to assist them when they leave Gettysburg. Group experiences that are regularly offered are designed to teach assertiveness and communication skills, improve relaxation, enhance study habits, deal with eating disorders, build self-esteem and cope with separation. Other group

experiences are created based on campus need and interest. For students interested in self-help, an audio and video tape library is available in the counseling office. A wellness resource room, located in the west end of the health center, contains a wide variety of health care and life-style pamphlets, brochures and booklets which are available for student use.

When appropriate, the counseling services also functions as an information and consulting service working with students and others on a variety of campus programs and projects to promote a healthy environment. Members of the counseling staff teach, conduct research, and work closely with the faculty, administration, and parents on issues of student concern.

All counseling service activities are free, confidential, and available to Gettysburg College students. It is the desire of counseling staff members that their services complement the College academic program. It is also their hope that, for many students, the counseling service will be an integral part of their educational experience.

Religious Life and Chapel Programs

The Gettysburg College Chapel Program offers students opportunities to grow in the understanding and practice of their own religious traditions, to appreciate the religious traditions of others, and to better understand and integrate the relationship between faith, reason, and daily life. With attendance completely voluntary, the Chapel Program attracts students and faculty members of various religious backgrounds, provides spiritual nurturing, and assists in the exploration of religious disciplines.

Corporate worship is an important part of Chapel offerings. Students from a variety of traditions join together in worship at Christ Chapel each Sunday. Led by the College chaplain, the service often features noted speakers. The Chapel choir offers anthems and liturgical music, and students often assist in the worship. In addition to the College chaplains, a Roman Catholic priest and a Catholic laywoman are Catholic campus ministers available for students. Each Sunday evening mass is celebrated. A Quaker service is held in Glatfelter Lodge on Sunday mornings, and the Christian Science community gathers on a regular basis.

Moreover students are also welcomed in the various churches of the Gettysburg community, and local ministers participate in chapel worship throughout the year. Each week there is a Wednesday evening candlelight communion service in Christ Chapel, a Thursday evening candlelight mass, and a noontime Eucharist. A Rabbi is regularly on campus to advise Hillel, and serve as a counselor to students of the Jewish faith; he also teaches a course on Judaism in the religion department.

Student leadership and participation is a key focus of Chapel ministries. The Chapel programs are coordinated by the Chapel Council—a voluntary group of students. Committees of the Chapel Council include the Worship and Music Committee which plans services for Christ Chapel, the Lecture Committee, which sponsors outstanding speakers, and the Social Justice Committee, which examines a commitment to peace and human rights issues. Pre-seminary students meet to support each other while exploring Church professions. Hillel, a common interest group for persons interested in Jewish culture, meets for social activities and a deeper appreciation of Judaism. The Catholic Campus Ministry meets weekly to plan programs of interest to Catholic students. The Inter-Varsity Christian Fellowship and Fellowship of Christian Athletes meet for fellowship and renewal. The Lutheran Student Movement is part of the national organization of Lutheran college students.

Center for Public Service: The Gettysburg Center for Public Service sponsors service/learning awareness trips involving students, faculty, and staff. Recent trips have included visits to New York City, Washington, D.C., Arizona, Nicaragua, Mexico, and South Carolina, and several Native American reservations in the Midwest and Arizona.

An active Community Services Program includes *Adopt a Grandparent and Outreach*, which involves students with the aged and mentally handicapped; *Volunteers for Youth and Tutoring*; which encourages students to support youth in the Gettysburg community; a local *Habitat For Humanity* chapter; work with migrant farm workers, recycling and other opportunities to serve and help people.

Athletics

The College has an extensive program of intercollegiate and intramural athletics for men and women. It is possible for all students to participate in some supervised sport; for those with particular athletic skills and interests, a full array of varsity teams are available. For all students, the possession of a College identification card guarantees free admission to all regular season intercollegiate contests.

Intercollegiate Athletics: Gettysburg College maintains membership in the National Collegiate Athletic Association, the Eastern Collegiate Athletic Conference, and the Middle Atlantic State Collegiate Athletic Conference. In football, Gettysburg participates in the Centennial Football Conference, which includes Dickinson College, Franklin and Marshall College, Johns Hopkins University, Muhlenberg College, Swarthmore College, Western Maryland College, and Ursinus College.

The intercollegiate program includes teams for men, teams for women, and one athletic team for which both men and women are eligible. The breakdown is as follows:

	Men	Women	All Students
Fall	Cross Country Football Soccer	Cross Country Field Hockey Soccer Volleyball	
Winter	Basketball Swimming Wrestling	Basketball Swimming	
Spring	Baseball Lacrosse Tennis Track and Field	Lacrosse Softball Tennis Track and Field	Golf

Campus Recreation

The Office of Campus Recreation is dedicated to complementing the academic goals of Gettysburg College by providing a variety of recreational activities for all students, faculty members and staff members. Programs include intramural sports, aerobics/fitness, sports clubs, and informal recreation.

Intramural sports include a wide range of team, individual, and dual sports. Team sports include

softball, flag football, basketball, floor hockey, indoor and outdoor soccer, volleyball, and three-on-three basketball. Individual and dual events include tennis, table tennis, wrestling, swimming, cross country, golf, home run derby, bench press, mini-triathlon, and wiffle ball.

Fitness activities are the fastest growing portion of the campus recreation program. Aerobics classes held daily are designed to meet the needs of all students by offering high impact and low impact classes. Tone and stretch classes, and aqua aerobics, are also offered.

The sport club program is another growing segment of the campus recreation program. These clubs are designed so that anyone of any skill level may participate. Sport clubs currently active on campus include men's rugby, men's ice hockey, taekwon do, cuong nhu, cycling, boxing, men's volleyball and women's rugby.

The campus recreation office tries also to provide as much time as possible for informal recreation. Activity areas include a swimming pool, basketball courts, tennis courts, weight room with Nautilus and free weights, a fitness room with stationary bikes and stairmasters, and a multi-purpose area within the Bream/Wright/Hauser Athletic Complex for a variety of recreational activities.

Academic Services and Information

The Office of Academic Advising, located on the second floor of the College Union, offers support in many areas of academic life. Working in conjunction with the individual student's adviser, the associate deans assist students in making educational plans and solving academic problems. In addition, the first year student orientation and advising programs are administered by this office. Dean's Lists, academic deficiencies, withdrawals and readmissions, and petitions to the Academic Standing Committee are processed by this office. Peer tutoring and learning disabilities counseling is also available here.

The Provost of the College, whose office is in Pennsylvania Hall, handles matters pertaining to faculty and academic programs. An associate provost supplies information concerning affirmative action. The registrar and off-campus study office maintain information about study abroad opportunities.

Intercultural Advancement

The aim of the Office of Intercultural Advancement (located in the Intercultural Resource Center) is to promote cultural diversity on campus. The department's goal is to stress academic excellence among African American students, African students, and other groups, and to provide culturally-diverse programs and workshops. The Intercultural Resource Center contains materials for genealogical research for all ethnic groups, with an emphasis on African American families.

The Dean of Intercultural Advancement coordinates all programming, functions, and administrative duties within the department, while the Assistant Dean provides academic advising to students and serves on the Academic Standing Committee.

The Center provides math tutoring to African American, African, and IRC-affiliated students. Besides achieving academic excellence, students are encouraged to participate and take leadership roles in campus activities and clubs.

The Office also encourages students to establish links with the Gettysburg community. The Center established MYEI (Minority Youth Education Institute), which enables minority school children in grades 7-12 to interact with College students and to learn about their heritage.

All members of the campus community are encouraged to participate in culturally-diverse activities sponsored or co-sponsored by the office with other academic departments and the Black Student Union.

Financial Aid

Details about financial aid procedures are found in the Student Financial Aid section of this catalog.

Facilities

Gettysburg College has a 225-acre campus with 60 buildings that provide excellent facilities for all the College programs. These buildings range from the original, historic, Pennsylvania Hall (Old Dorm), constructed in 1837 and listed on the National Register of Historic Places, to the modern Musselman Library/Learning Resources Center that was cited for its excellent design by the American Institute of Architects.

Academic Facilities

The Library: The College library collection is housed in the Musselman Library/Learning Resources Center, completed in 1981, and in two departmental libraries: Chemistry in Breidenbaugh Hall and Physics in Masters Hall. Total collections are approximately 330,000 volumes, 23,000 microforms, 36,000 governmental publications, 12,000 records, and extensive slide, filmstrip, and other instructional media. The library subscribes to over 1,400 journals. An automated system provides users with enhanced access to the library catalog through computer terminals.

The College's library uses the Interlibrary Delivery Service which allows Gettysburg College to borrow materials quickly from 200 academic and research libraries. The library is able to order and receive materials from most of these libraries via telefacsimile. The library also maintains cooperative arrangements with the Associated College Libraries of Central Pennsylvania, PALINET (Pennsylvania Library Network), and the Central Pennsylvania Consortium.

Classrooms, Laboratories: The following classroom and laboratory facilities serve the College.

Building	Academic Departments	Special Features
Brua Hall	Theater Arts	Kline Theatre Stevens Laboratory Theatre
Glatfelter Hall	Computer Science Economics English Management Mathematics Sociology Anthropology	Microcomputer laboratories
McKnight Hall	French German Spanish Portuguese	Language laboratory in Musselman Library
Schmucker Hall	Art and Music	Art Studios, gallery, extensive slide collection, recital hall, practice rooms
Weidensall Hall	Classics Education History Philosophy Religion	
White House	Political Science	
Breidenbaugh	Chemistry	Fourier Transform Infrared, Fourier Transform NMR, UV-visible and Gas Chromatograph- Mass Spectrometers, research laboratories, library

Masters	Physics	Hatter Planetarium, optics laboratory Plasma physics laboratory, library
McCreary	Biology Psychology	Electron microscopes, research laboratories, greenhouse, aquarium room, herbarium
Observatory		Sixteen-inch Casse- grain telescope

Computing Services

Computer Labs: Glatfelter Hall houses four computer labs that house a total of 31 MS-DOS personal computers, 9 NeXT workstations, and 21 Apple Macintosh computers. In addition, there are 10 IBM personal computers and 16 Apple Macintosh computers on the second floor of Musselman Library. Laser printers are available in Glatfelter Hall and Musselman Library for student printing. For the research needs of faculty members and students, a VAX 6210 and a SUN 4/690 server allow students to access mainframe applications. A variety of educational and course-related software packages are available in all public computing labs through the campus network.

Computer Network on Campus: The College has completed the initial phase of its computer network that will electronically link all academic campus buildings and the residence halls. The new network will provide state-of-the-art data communications capabilities for the more than 2,500 students, faculty members and staff members. The campus is linked to Internet and Bitnet which allows communication and information sharing between computers on the Gettysburg College campus and thousands of computers across the country and throughout the world. Network connectivity allows sharing of vast amounts of data, and collaboration between students, members of the faculty, and others at different institutions. The campus network also provides access to the library's card catalog system. By use of Internet, users also have access to libraries in the United States and in many foreign countries.

Computer Store: Computing Services sells computing hardware and peripherals to students, faculty members, and staff members of the College at educational prices, which result in discounts of up to fifty percent off suggested retail prices, through the College store. The store carries machines from the Apple and IBM lines, as well as NeXT computers. The store also sells printers, diskettes, and other peripheral equipment.

Computer Training: Computing Services provides a series of training sessions throughout the year for students, faculty members, and staff members on hardware, software, and networking. These sessions are free. Topics range from "Introduction to WordPerfect" to "Spreadsheet Concepts" to "Creating Dynamic Resumes." A help line for students who have computing-related questions is also available. In addition, student assistants are available in the computing labs at night and on weekends to answer questions and provide limited training.

Athletic Facilities

The Bream/Wright/Hauser Athletic Complex and the Eddie Plank Student Activities Center contain the College's indoor athletic facilities. These facilities include seven regulation basketball courts, four indoor tennis courts, a 1/11 mile chem-turf track, fitness rooms for training and aerobics, a sports medicine center, classrooms, and a conference/library room. In addition, the swimming pool of Olympic dimensions, located in the College Union, is used for varsity swimming competition and intramural and recreational swimming.

Outdoors, the campus offers several athletic field areas: Musselman Stadium, with the football field and a quarter-mile cinder all-weather track; a baseball field; two areas for soccer and lacrosse; Memorial Field, for women's field hockey and lacrosse; a women's softball field; and the intramural areas which contain eight tennis courts, and numerous soccer, football, and hockey fields. In addition, fourteen intercollegiate tennis courts are also available.

Student Services

Located near the residence halls are the College Union, the health center, and Christ Chapel.

Administrative Offices

Pennsylvania Hall, the original College building, after complete renovation, provides modern offices and facilities for administrative personnel. Other offices are in the College Union. The Admissions Office is housed in Eisenhower House, which served as the office of General Dwight D. Eisenhower during his years in Gettysburg.

Other Facilities

On campus is the home of the College President. College maintenance services are centered in the West Building. The College owns several houses adjacent to the campus which are used as offices and as centers for special programs.



GETTYSBURG

Admission,
Expenses and
Financial Aid

Admission Policy

Gettysburg College students come from a wide variety of backgrounds and secondary school programs. The College encourages applications from students of differing ethnic, religious, racial, economic, and geographic settings.

The admissions staff encourages applications from students who have demonstrated a capacity for academic achievement, responsiveness to intellectual challenge, eagerness to contribute their special talents to the College community, and an awareness of social responsibility. Such persons give promise of possessing the ability and the motivation which will enable them to profit from the many opportunities that the College offers.

Since the competition for admission is highly competitive, the admissions staff gives careful consideration to each application. Its decisions are based on three categories of evidence described below.

Evidence of high academic achievement as indicated by the secondary school record. The College considers grades in academic courses, quality and distribution of subjects, and rank in class as highly significant parts of the applicant's credentials. Participation in accelerated, enriched, and advanced placement courses is desirable. The College regards superior facility in the use of the English language and an understanding of fundamental mathematical processes as essential to a successful college experience. It also assumes graduation from an approved secondary school.

Evidence of ability to do high quality college work as indicated by aptitude and achievement test results. The Scholastic Aptitude Test (SAT) of the College Board or the test results of the American College Testing (ACT) program are required of all candidates. Applicants submitting the SAT should ensure the reporting of the subscore of the Test of Standard Written English (TSWE), since those results are used for placement purposes in English. Achievement tests are suggested, but not required, to complete an application.

Evidence of personal qualities There is high interest in individuals of character who will contribute in positive ways to the College community. Such contributions should be appropriate to the talents of each student, whether these be leadership in campus programs, involvement in the welfare of others,

expression of artistic creativity, or the quiet pursuit of scholarly excellence. In estimating such qualities, the College relies on what students say about themselves; the confidential statements from secondary school principals, headmasters, and guidance counselors; and on personal appraisals by its alumni and friends. Essentially, any evidence of in-depth involvement in secondary school activities and/or participation in community affairs (especially volunteer services) is favorably considered in the final decision-making process.

Admission Procedure

Students interested in Gettysburg College should submit an application during the fall of their senior year and no later than February 15. A nonrefundable fee of \$35 must be sent with the application. Although not required, a visit to the campus and an interview with a member of the admissions staff is strongly recommended. Students considering a major in art, music, or physical education should make their interest known when requesting an interview, so that arrangements can be made for an appointment with a member of the department concerned. Seniors should plan their visits before February 1 and juniors, after April 1.

Offers of Acceptance

Early Decision. Students for whom Gettysburg is a first choice are strongly encouraged to apply for Early Decision admission. The application will be considered between November 15 and February 1 of the senior year. Those students accepted under this program are obligated to enroll at Gettysburg College and to withdraw applications submitted to other institutions. Notification of the decision on admission will be made between December 15 and February 15. Payment of a nonrefundable advance fee of \$200 is required to validate this offer of acceptance.

Although the Early Decision applicant should take the SAT in the junior year, scores from the October/November testing date of the senior year will also be considered. Those students submitting applications for Early Decision who are not offered acceptance at that time will automatically be considered for Regular Decision admission upon receipt of subsequent semester grades and test scores from the senior year.

Regular Decision. To be assured of maximum consideration, students must present applications by February 15. Most offers of acceptance will be

announced by early April after the receipt of November, December, or January SAT results and senior year first semester grades. Results for the SAT or ACT taken prior to the senior year may be used to satisfy test requirements.

Payment of a nonrefundable advance fee of \$200 is required to validate the offer of acceptance. Since Gettysburg College subscribes to the principle of the Candidate's Reply Date, students have until May 1 to make their decision and pay the advance fee.

Students offered acceptance under either Early Decision or Regular Decision admission are expected to maintain their academic record, pass all their senior courses, and earn a secondary school diploma.

Admission with Advanced Credit and Placement

Students who have taken college-level courses in secondary school and wish to be considered for advanced credit or placement must take advanced placement tests of the College Board. All entering students who submit a score of four or higher on these tests shall receive two course credits for each tested area toward the 35-course graduation requirement, with the exception of the Mathematics Calculus AP examination, for which one course credit shall be given. Students submitting a score of three may receive, at the discretion of the appropriate department, credit or advanced placement. Course credit for advanced placement will be lost if a student takes the equivalent course at Gettysburg. Students who have completed advanced-level or honors courses may be considered for advanced placement.

Those high school students who have taken regular courses at the college level in regionally-approved junior or senior colleges may receive credit for these courses if there has been no duplication of high school units and college credits. This credit must be approved by the chairperson of the academic department involved.

Gettysburg College recognizes the quality of the International Baccalaureate (IB) Diploma in the admissions process. In addition, the College awards two course credits in each subject area for Higher Level examination scores of five or higher. Credit for a Higher Level score of four will be given at the discretion of the department.

See the section on Residence Requirements and Schedule Limitations for information about the planning of the academic program of students who plan to complete their graduation requirements in less than four full years.

Admission of Transfer Students

A transfer student may be admitted at the beginning of any semester. He or she must present a regular application, including secondary school records and SAT or ACT results, and an official transcript from all colleges and universities attended. All transfer students must be entitled to an honorable dismissal without academic or social probation from the college from which they transfer and must be recommended for transfer by the Dean of the college previously attended. A transfer candidate is expected to visit the campus for an interview.

Gettysburg College requires sound academic performance in previous college work for students who seek admission as a transfer student. Credit is granted for individual courses passed with a grade of C or better at approved institutions, provided that these courses fit reasonably well into the Gettysburg curriculum. Academic credit for courses transferred is granted tentatively until the student has satisfactorily completed one year of work at Gettysburg College. All transfer students must satisfy all requirements for the degree for which they are candidates.

Admission as a Special Student

A high school graduate, not a candidate for a degree, may apply for admission as a nonmatriculated student. Normally, such a student may enroll in a maximum of two courses. Permission to take more than two courses must be secured from the Provost.

Taking courses as a special student requires permission of the instructors of the courses involved, as well as filing an application for special student status with the admissions office. A special student who may later wish to become a candidate for a degree must submit an application under regular admissions procedures. Special students have the same classroom duties and privileges as regular full-time students, but no promise is made in advance that the special student will be admitted as a candidate for the degree.

Comprehensive Academic Fee Plan

Gettysburg College charges a comprehensive academic fee covering the two semesters of the academic year. NOT included in this fee are books and supplies, some private lessons in music, and optional off-campus courses.

Payment of the comprehensive fee entitles a student to register for and receive a grade in a total of 36 course credits and in the required quarter courses in Health and Physical Education (HPE). Students may enroll in five courses during any semester without an extra charge. Three required HPE quarter courses may be taken without charge at any time.

The fee applies to each full-time student. For purposes of the comprehensive academic fee, a full-time student is one registering for at least three, but not more than five, courses per semester (except for required HPE quarter courses). Any additional course registration beyond five requires additional charges of \$1,550 per full course or \$390 per quarter course. Majors in Health and Physical Education and Music may take some quarter courses above the five-course limit at no additional charge (see the departmental listings for details). Part-time matriculating students will be charged \$1,950 per course.

1992-93 Fees

Comprehensive Academic Fee \$ 17,650

Board

College Dining Hall 20 meals per week \$ 1,895
(Rates for reduced meal plans of 7, 10, and 14 meals per week are available from the Business office)

Room Rents

Costs for all College living facilities \$ 1,920
Single room \$ 2,700
Apartment \$ 2,500

Estimate of Total Expenses for an Academic Year

Comprehensive Academic Fee	\$ 17,650
Board	\$ 1,895
Residence Hall Room	\$ 1,920
Books and Supplies	\$ 500
	<u>\$ 21,965</u>

This tabulation does not include personal expenses such as clothing, laundry, spending allowances, fraternity dues, and transportation.

Special Student Fees

Any student who is not a candidate for a degree will be charged at the rate of \$1,550 per course or \$390 per quarter course.

Board Policy

First year students must participate in the full board plan (20 meals per week). All students living in the College residence halls are required to participate in at least the seven-meals-per-week plan.

The following exceptions apply:

- Those living in apartment-style residence halls.
- Those living off-campus or at home.
- Those who are roommates of Residence Coordinators.

Housing Policy

All first year students are expected to room in the College's residence halls, and preference is given them in securing dormitory space. Fraternity housing is available to students following their first year. When the residence halls have been filled, permission for off-campus housing may be granted to a limited number of students who have applied through a procedure administered by the Dean of College Life. Students who have withdrawn from the College and are approved for readmission or who are returning from off-campus study are expected to occupy any vacancy which may exist in a College residence hall.

Payment of Bills

Checks should be made payable to Gettysburg College and sent to the Accounting Office, Gettysburg College, Gettysburg, PA 17325-1483 by the dates outlined below.

The College operates on a two-semester calendar. An itemized statement of charges for each semester is mailed approximately one month before the payment due date. First semester charges are due on August 1; second semester charges are due on December 10. The College has an optional monthly payment plan which runs from June 1 to March 1 (see Payment Plans).

Delinquent accounts will be subject to a late payment charge at the rate of 1% per month. This late charge will be waived for Guaranteed Student Loan amounts processed by the College prior to due dates for payments. Students and parents are responsible for collection costs on any accounts placed for collection.

The advance payment of \$200 made under either the Early or Regular Acceptance plans is credited to the reserve deposit account. While the student is enrolled, this non-interest-bearing account remains inactive. The reserve deposit is activated after the student graduates or withdraws from school. At that time, reserve deposit funds are transferred to the student's account receivable to satisfy any unpaid bills, including room damage, fines, lost library books, NSF checks, unpaid phone bills, unpaid College store charges, etc. After applying the reserve deposit to the student's account, if a credit balance exists, it will be refunded or credited against a college loan.

Every continuing student in the College is required to pay \$200 by March 1st, which will be applied toward the student's first semester College bill in June. No refunds of this fee will be made after the date of Spring Registration.

Veterans' Administration Benefits

Gettysburg College has made the necessary arrangements whereby eligible veterans, dependents, and members of the military may receive monthly payments from the Veterans' Administration in accordance with the appropriate laws and regulations. Students requiring any forms to be completed by the College concerning these benefits should contact the Office of the Registrar.

Payment Plan

The College has an optional monthly payment plan for those who wish to make installment payments over a ten-month period. The first installment is due June 1. There is a \$35 non-refundable fee for enrollment in this plan. Contact the Accounting Office for details.

There are other privately-operated payment plans, some of which include certain insurance coverage. The College is most familiar with Knight Tuition Payment Plans, 855 Boylston Street, Boston, MA 02116. Information about these plans is mailed to all new students.

Refund Policy

A student who withdraws from the College will be entitled to a refund according to the schedule below. The date of withdrawal will be the date the student has filed the completed withdrawal form with the Office of Academic Advising.

Comprehensive Academic Fee.

1 to 14 days after registration	80%
15 to 21 days after registration	60%
22 to 28 days after registration	40%
29 to 35 days after registration	20%
Over 35 days after registration	none
Room	none
Board	Prorated Weekly

Optional insurance is available through A.W.G. Dewar, Inc., which supplements the College's refund for a student who withdraws as a result of a serious illness or accident.

Required Withdrawal for Disciplinary Reasons

A student who is required to withdraw for disciplinary reasons will forfeit all fees (except board, if refund requirements are met) which he or she has paid.

If a student or the student's parents or guardian feel that the individual circumstances of the student warrant an exception to the refund policy, an appeal may be made to the Treasurer, Gettysburg College.

Reduction of financial aid obligations and advances will receive priority in the payment of refunds. The unused reserve deposit balance will be refunded approximately six weeks after the student's graduation or withdrawal, provided that the student has no outstanding loans or debts to the institution.

College Store

The College store is operated on a cash, Master Card/Visa, or College charge basis. Students may charge books, supplies, and miscellaneous items. A student's balance must not exceed \$500. College charges must be paid within 20 days. Unpaid College store charges will be added to the student's account receivable and be subject to a 1% late payment charge.

Accident Insurance

Upon payment of the Comprehensive Academic Fee, each student receives coverage under an accident insurance policy. Information concerning the coverage provided by this insurance is made available at the time of registration or in advance if requested.

Personal Property Insurance

The College does not carry insurance on personal property of students and is not responsible for the loss or damage of such property. Students are encouraged to provide their own personal property insurance.

Student Financial Aid

Although charges made by colleges and universities have risen sharply in recent years, the fact remains that in most institutions the fees paid by a student or a student's parents cover only a portion of the total cost of a student's education. In private institutions the remainder comes from endowment income and gifts from sources such as alumni, businesses, foundations, and churches.

Gettysburg College recognizes the primary responsibility of the student and his or her parents to provide as much as possible toward the total cost of the student's college education. Since an education is an investment which should yield lifelong dividends, a student should be prepared to contribute to it from his or her own earnings, both before entering and while in college.

Gettysburg College has a program of financial aid for worthy and promising students who are unable to finance their education from personal and/or family resources. Access to such aid is considered a privilege, not a right. The qualifications for assistance, in addition to need, are academic ability, academic achievement, and promise of contribution as a student and citizen. The amount of aid in any particular case is based upon the financial need of the student.

The College participates in the College Scholarship Service (CSS) and requires all applicants to file pages 1 to 4 of the Financial Aid Form (FAF). All Financial Aid Forms should be sent to the College Scholarship Service, Princeton, New Jersey 08541. The College also requires that *enrolled* students submit notarized copies of the parents' and student's most recent U.S. Individual Income Tax Returns (Form 1040) directly to the Office of Financial Aid to verify income data. Applicants for admission must submit tax forms when the \$200 admissions deposit is paid, or by May 1.

A prospective student seeking financial aid should forward pages 1 to 4 of the FAF to the CSS as soon as possible after applying for admission, but no later than February 1. A student already enrolled who has previously had some form of aid should secure a renewal application from the Office of Financial Aid and should request his or her parents to complete this form. The renewal application should be forwarded to the CSS no later than March 15.

Financial aid is awarded in the form of grants, loans, or a combination of these. All financial aid awards are made for one year only. The Director of Financial Aid will consider a request for renewal and will act on the basis of the applicant's record as a student and campus citizen as well as his or her continuing financial need.

Satisfactory Progress Guidelines for Renewal of Financial Aid

A student is expected to maintain an academic record that will enable him or her to complete the requirements for graduation in the normal eight semesters. Any student who falls below the 2.00 minimum accumulative average needed for graduation will be warned, placed on academic probation, placed on dismissal alert, or dismissed. Additionally, it is expected that each student will continue to make normal or satisfactory progress toward the completion of degree requirements. The student who falls below the following minimum standard is considered to not be making satisfactory progress and is normally advised or required to withdraw:

- for first year students - 1.50 GPA and 6 courses completed
- for sophomores - 1.80 GPA and 15 courses completed
- for juniors - 1.90 GPA and 25 courses completed.

In addition to these minimum standards, a student on probation must show significant improvement during the following semester in order to remain at the College. Normally, a student may not remain at the College with three consecutive semester averages below 2.00.

The Academic Standing Committee interprets and applies these standards on a case-by-case basis at the end of each semester. Following the decision of that committee, the Office of Financial Aid may be required to review the student's progress as it relates to the renewal of financial assistance for subsequent terms.

The recipients of Stafford Student Loans and other programs of financial assistance through federally subsidized Title IV Programs are also subject to minimum progress standards. In addition, students who are recipients of grant funds from their home states are typically required to successfully complete a minimum of 24 credits per year to maintain continued eligibility for those grants. Conditions of those grants are included in the notice to the student.

Applications for financial aid, of those students who demonstrate financial need, are reviewed to determine eligibility for the following forms of assistance available from Gettysburg College.

Gettysburg College Grant: Awarded to students who, in addition to financial need, evidence good academic ability and academic achievement. These grants are renewable as long as the recipient continues to demonstrate need, and maintains a sound academic record. Normally, such grants are combined with loans and/or student employment in order to meet the student's financial need. In cases of students who demonstrate exceptional talent, skills, and abilities, need may be satisfied entirely with grant funds.

Lutheran College Grant: Awarded to Lutheran students. In addition to financial need, consideration is given to academic ability and achievement.

Supplemental Educational Opportunity Grant: A grant program funded by the Federal Government and administered by the College. The program is designed to assist students from low-income families.

Gettysburg College Loan: A loan program made available by Gettysburg College.

Perkins Student Loan: A loan program funded by the Federal Government and administered by the College.

College Work-Study Program: Employment program funded by the Federal Government and the College.

Grants need not be repaid, but the College hopes that recipients will recognize that they have incurred an obligation and will therefore subsequently contribute as they can to help insure that the benefits which they enjoyed will be available to others.

Approximately forty percent of Gettysburg College students receive financial assistance in some form from the College. About sixty percent of the Gettysburg College student body receives aid from the College or other sources.

Rules governing all types of financial aid are stated in the Financial Aid Agreement that is enclosed with the Notification of Financial Aid.

Endowed Scholarships (Grants-in-aid) Student Aid

All students who apply for financial assistance and are determined to have financial need will be considered for these scholarships (grants-in-aid). Recipients are selected by the College.

Though the College administers scholarships restricted to members of a particular sex, the discriminating effect of these awards has been eliminated in the overall administration of the financial aid program through use of other funds made available by the College.

George H. (1949) and Janet L. Allamong Scholarship Fund: The income from a fund established by George H. Allamong and Janet L. Allamong is awarded to one or more worthy and promising students.

Frederic S. Almy, Sr. Scholarship Fund: The income from a fund created by his son in memory of a man who did not have the opportunity to attend college; for a deserving and financially needy student.

Ruth C. Apple Scholarship Fund: The income from a fund established in honor of their mother by members of the Apple family of Sunbury, Pennsylvania, to be awarded to promising but needy students with a preference to those from Snyder, Union, or Northumberland Counties in Pennsylvania, especially those with skills and aspirations in the performing arts.

Richard A. Arms Scholarship Fund: The income from a fund contributed by the Class of 1924 in memory of the Chair of the Mathematics Department (1920-1963) is awarded to a worthy student.

Dr. Joseph B. Baker (1901) and Rena L. Baker Scholarship Fund: The income from a fund donated by the Woman's General League of Gettysburg College is given to a needy and deserving student in the music department.

William Balthaser (1925) Scholarship Fund: The income from a bequest by William Balthaser is awarded to needy and promising students.

Dr. Ray Alfred Barnard (1915) Scholarship Fund: The income from a fund provided by Dr. Barnard is given to a male student from the Central Pennsylvania Synod who is preparing for the Lutheran ministry.

The Rev. Sydney E. Bateman (1887) Scholarship Fund: The income from the fund is awarded to a needy ministerial student.

Admiral William W. Behrens, Jr. Scholarship Fund: The income from a fund established by the family of Admiral William W. Behrens (Hon'74) is awarded to one or more worthy and promising students entering the final year of undergraduate study and preparing for a career in public service.

Belt Hess-Quay Scholarship Fund: The income from a fund provided by Effie E. Hess Belt (1898) in commemoration of several relatives is awarded as follows: first preference is given to a member of Grace Lutheran Church, Westminster, Maryland; second preference to any other resident of Carroll County, Maryland who is pursuing theological studies at the College; and third preference is given to any deserving student.

Helen A. and James B. Bender Scholarship Fund: The income from the fund is granted on the basis of need and ability, preference being given to residents of Adams County, Pennsylvania majoring in economics and/or management.

Jesse E. Benner (1907) and Minerva B. Benner Scholarship Fund: The income from a bequest is used to aid worthy students, preferably preministerial students.

Burton F. Blough Scholarship Fund: The income from a fund contributed by a former trustee is used to aid needy and deserving students.

Jean Aument Bonebrake Presidential Scholarship Fund: A fund established by Roy Bonebrake (1928) in memory of his wife, the income of which shall be awarded to promising and worthy students in need of scholarship aid, with preference given to students who possess exceptional academic abilities and outstanding promise.

Harry F. Borleis (1925) Scholarship Fund: The income from a bequest is used to assist needy and deserving students.

Charles E. Bowman (1925) Scholarship Trust Fund: The income from a bequest to be used to assist needy and deserving students.

Elsie Paul Boyle (1912) Scholarship Fund: The income from a gift by Elsie Paul Boyle is awarded to a needy and worthy student, preference given to a Lutheran

from Weatherly, located in Carbon County, Pennsylvania.

Henry T. Bream (1924) Scholarship Fund: The income from a fund contributed by alumni and friends of the College in honor of Henry T. Bream, Professor of Health and Physical Education, 1926-1969, is awarded to a needy and deserving male scholar-athlete.

Lavern H. Brenneman (1936) Scholarship Fund: The income from a fund provided by Lavern H. Brenneman (1936), former Chairman of the Board of Trustees of the College, and his wife, Miriam, in honor of their son, James (1950); daughter-in-law, Mary Jane (1950); granddaughter, Kathleen (1984); and grandson, Stephen (1987) is to be awarded annually to needy and deserving students.

Randall Sammis Brush (1973) Memorial Scholarship: The income from a fund contributed by family and friends in memory of Randall Sammis Brush is awarded to a needy and deserving student particularly proficient in the study of history.

Edward B. Buller (1923) Scholarship Fund: The income from a fund contributed by the Lutheran Church of the Good Shepherd, Pearl River, New York, and friends in honor of the Rev. Edward B. Buller is awarded to a deserving student, preference being given to a student from Good Shepherd congregation.

Cambridge Rubber Foundation Scholarship Fund: The income from the fund given by the Foundation is awarded to a qualified male student. First preference is given to an employee or relative of an employee of Cambridge Rubber. Second preference is given to a resident of Adams County, Pennsylvania, or Carroll County, Maryland.

Dr. Anthony G. Ciavarelli (1913) Scholarship Foundation: The income from a scholarship established by Dr. Anthony G. Ciavarelli is awarded annually to a student (or students) who demonstrates superior character, industry, serious academic purpose, and financial need. Preference is to be given to a student preparing for the medical profession. If there are no students who demonstrate financial need (who are preparing for the medical profession), then the income may be used to aid other students who demonstrate financial need. If there are no students who demonstrate financial need, then the College may use the income for any purpose it determines.

Class of 1903, George S. Rentz Memorial Fund: The income from the fund is used in support of the College scholarship program.

Class of 1913 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1915 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1916 Scholarship Fund: The income from the fund is awarded to a needy and deserving sophomore.

Class of 1917 Schmucker-Breidenbaugh Memorial Scholarship Fund: The income from the fund is awarded to a needy and deserving student or students.

Class of 1918 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1920 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1921 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1927 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1933 Scholarship Fund: The income from a fund established by members of the Class of 1933 is awarded to needy and promising students. Preference is given to students who, beyond academic and personal qualifications, are descendants of members of the Class of 1933.

Class of 1936 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1937 Scholarship Fund: The income from the fund is awarded to worthy and promising students who are determined to be in need of scholarship funds. Preference will be given to students who intend to enter a field of service focused on developing greater understanding between our nation and other parts of the world and majoring in political science, economics, or history.

Class of 1938 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1939 Scholarship Fund: The fund was established in honor of past President Dr. Henry W. A. Hanson and former Dean Dr. Wilbur E. Tilberg. The income is awarded to needy and deserving students.

The Ernst M. and Agnes H. Cronlund Memorial Scholarship Fund: The fund was established in memory of Ernst Magnus and Agnes Hoffsten Cronlund by their children Ernest and Shirley, Eleanor, Martin (1929) and Rebecca, Raymond (1933) and Lillian. The income is awarded to needy and promising students.

Anita Conner Derry and Thomas James Faulkener Memorial Scholarship Fund: The income from a fund contributed by Ellis Derry (1939) and Peggy Derry is awarded to one or more worthy and promising students who are determined to be in need of scholarship funds. First preference is given to the family or descendants of Anita Conner Derry or Thomas James Faulkener and then to students majoring in mathematics, computer science, or physical sciences.

W. K. Diehl (1886) Scholarship Fund: The income from a fund created by Norman E. Diehl in memory of his father, W. K. Diehl, D.D., is used to provide scholarships to needy and deserving students.

Clayt (1948) and Adele Dovey Scholarship Fund: The income from a fund contributed by Mr. and Mrs. Clayton C. Dovey, Jr. is awarded to one or more worthy and promising students with preference being given to a needy and deserving scholar-athlete pursuing a major field of study in biology or economics.

Chris Ebert (1965) Memorial Fund: The fund was established in memory of Chris Ebert by his father and mother. The income is awarded annually to a needy student. First preference is given to a student who is pursuing a career in teaching or majoring in mathematics, and/or participating in intercollegiate wrestling; second preference is given to a student who is studying for the ministry.

The Charles L. "Dutch" Eby (1933) Scholarship Fund: The income from a fund established by the family and friends of Charles L. Eby is awarded to needy students. Preference is given to students who, beyond academic and personal qualifications, are residents of south central Pennsylvania and have demonstrated leadership ability through active participation and excellent performance in extracurricular activities.

Jacob C. Eisenhower and Rosa Bott Eisenhower Scholarship Fund: The income from a fund established by the J. C. Eisenhower Wall Paper Company is awarded to a deserving Lutheran preministerial student.

The Dwight D. Eisenhower Scholarship: Established by the Eisenhower Society in honor of the thirty-fourth President of the United States, a former resident of the community of Gettysburg and a friend and trustee of the College. The Society is dedicated to the preservation of the qualities and ideals of Dwight D. Eisenhower and the contributions which he made to world peace. The income from the fund is awarded to needy students who exemplify superior qualities of honesty, integrity, and leadership. Additional monies have been contributed to the fund through the R. M. Hoffman Memorial Scholarship Fund.

Clarence A. Eyler (1880) and Myrtle B. Eyler Scholarship Fund: The income from a bequest is awarded to a worthy Lutheran preministerial student.

Annie C. Felty Scholarship Fund: The income from the fund is given to a needy and deserving student.

H. Keith and Dorothy S. Fischer Scholarship Fund: The income from the fund is awarded to a first year student and may be continued up to four years. Preference will be given to pre-medical students or students majoring in natural science.

Wilbur H. Fleck (1902) Memorial Scholarship Fund: The income from a bequest is awarded to a graduate cum laude of the Protestant faith of the Wyoming Seminary.

Donald D. Freedman, M.D. (1944) and Richard S. Freedman, D.V.M. (1973) Scholarship Fund: The income from the fund is awarded to a junior or senior, with preference given to students who are pursuing the study of medicine, dentistry, or veterinary medicine and participating in varsity athletics.

David Garbacz (1964) Scholarship Fund: The income from a fund established by Gerald G. Garbacz and his family is awarded to students who, beyond academic and personal qualifications, pursue a major in economics.

Dr. Daniel F. Garland (1888) Scholarship Fund: The income from the fund is awarded to a deserving ministerial student.

Richard W. Gaver (1966) Memorial Scholarship Fund: The income from a fund contributed by Dr. and Mrs. Leo J. Gaver in memory of their son is awarded to a worthy student, preference being given to a premedical student.

Gettysburg College Alumni Association Scholarship Fund: Formerly the Gettysburg College Alumni Loan Program of 1933, the Gettysburg College Alumni Association Scholarship Fund was established in 1984. The income from the fund is to be awarded annually. Preference shall be given to sons or daughters of alumni in accordance with criteria established by Gettysburg College.

Lorna Gibb Scholarship Fund: The income from a fund established by the Gibb Foundation in memory of the Foundation's founder is awarded to needy students who have demonstrated good academic ability as well as the willingness to contribute to the Gettysburg campus community in other ways.

Charles E. and Mary W. Glassick Scholarship Fund: The income from a fund established by the Board of Trustees in honor of the President and Mrs. Glassick is awarded to one or more worthy and promising students.

Dr. and Mrs. James E. Glenn Scholarship Fund: The income from a fund contributed by J. Donald Glenn (1923) in memory of his parents is awarded to a worthy student preparing for the Christian ministry or the medical profession.

Gordon-Davis Linen Supply Company Scholarship Fund: The income from a fund contributed by the Company is awarded to a deserving student.

Grand Army of the Republic Living Memorial Scholarship Fund: The income from a fund donated by the Daughters of Union Veterans is awarded to a needy and deserving student, preferably the descendant of a Union veteran.

The Dr. H. Leonard Green Scholarship Fund: The income from this fund, established by the family and friends of Dr. H. Leonard Green, is awarded to worthy and promising students in need of scholarship funds, with preference given to students majoring in religion or philosophy.

Ida E. Grover Scholarship Fund: The income from a bequest is awarded to a needy and deserving student.

The Merle B. and Mary M. Hafer Scholarship Fund: The income from a bequest from the estate of Mary M. Hafer is awarded to a deserving student, preferably one preparing for the Christian ministry.

John Alfred Hamme (1918) Scholarship Fund: The income from a fund given by Mr. Hamme is awarded to a deserving student.

Marie H. Harshman Scholarship Fund: The income from a bequest made by Marie H. Harshman is awarded to a Lutheran student preparing for the ministry. Preference is given to a student who intends to enroll at the Lutheran Theological Seminary of Gettysburg.

The Robert W. Hemperly (1947) Memorial Fund: The fund was established in memory of Dr. Hemperly by Mr. and Mrs. G. M. Easley. The income is awarded annually to one or more needy students of high academic ability and outstanding personal qualifications, preference being given to a student preparing for a career in medicine or dentistry.

The Rev. Clinton F. Hildebrand, Jr. (1920) and Mrs. Clinton F. Hildebrand, Jr. Scholarship Fund: The income from a fund is used to aid worthy preministerial students.

Edgar L. Hildebrand (1928) Scholarship Fund: The income from a fund established by Louis O. Hildebrand as a memorial to his son Edgar L. Hildebrand is awarded each year to worthy students of the College.

The Pearl Hodgson Scholarship Fund: The income from a bequest from Pearl Hodgson to the York and York County Sub League of the Woman's League of Gettysburg College and established by the Woman's League of Gettysburg College in honor of Pearl Hodgson is awarded annually to needy and deserving students.

Dr. and Mrs. Leslie M. Kauffman Scholarship Fund: The income from a fund donated by Dr. Leslie M. (1890) and Nellie G. Kauffman is awarded to a deserving student, preference being given to students of Franklin County, Pennsylvania, or preministerial or premedical students.

Spurgeon M. Keeny and Norman S. Wolf Scholarship Fund: The income from a fund contributed by Dr. Spurgeon M. Keeney (1914) and his son, Spurgeon M. Keeney, Jr., in honor of the Reverend Norman S. Wolf is awarded to one or more worthy students.

Hon. Hiram H. Keller (1901) Scholarship Fund: The income from a bequest by Mr. Keller, a former trustee, is granted on the basis of need and ability, preferably to applicants from Bucks County, Pennsylvania.

Alvan Ray Kirschner Scholarship Fund: The fund was established by Mr. and Mrs. C. J. Kirschner in memory of their son who lost his life in World War I. The income from the fund is awarded to two students, preference being given to applicants from Hazleton and vicinity.

Klette Scholarship Fund: The income from a fund established by Dr. Immanuel Klette (1939) and friends in honor of Mrs. Margaret Klette is awarded to a student (or students) whose activities evidence an innovative accomplishment and potential in the promotion of human betterment.

Kathleen M. and Samuel W. Knisely (1947) Scholarship Fund: The income from a fund established by Dr. and Mrs. Samuel W. Knisely is awarded to students majoring in, or intending to major in, biology or chemistry who show promise for contributions to their chosen field of study.

The Rev. Frederick R. Knubel (1918) Memorial Scholarship Fund: The income from a fund given by John McCullough (1918) in memory of his classmate, is awarded to an outstanding senior ministerial student who has financial need.

Charles L. Kopp (1909) Scholarship Fund: The income from a bequest of the estate of Grace Shatzer Kopp is awarded to one or more worthy or promising students majoring in the humanities.

Bernard S. Lawyer (1912) Scholarship Fund: The income from a bequest shall be awarded to needy and deserving students, preference to be given first to members or former members of St. Mary's Evangelical Lutheran Church, Silver Run, Maryland, and second to members or former members of Evangelical Lutheran Churches in Maryland and Pennsylvania.

Clarence Gordon and Elfie Leatherman Scholarship Fund: The income from a fund given by the Leathermans is awarded to a deserving preministerial student.

The Rev. H. J. H. Lemcke (1860) Memorial Scholarship Fund: The income from a fund given by Ruth Evangeline Lemcke in memory of her father is awarded to worthy male students who are graduates of Pennsylvania secondary schools.

Frank M. Long (1936) Memorial Scholarship Fund: The income from a fund is given in memory of Frank M. Long to worthy students.

Kenneth C. Lundeen (1966) Scholarship Fund: The income from a fund established by James and Diana Topper in honor of Kenneth Lundeen is awarded to one or more deserving and promising students who may be in a pre-law curriculum.

The Lutheran Brotherhood Fund for Lutheran Students: The income from a fund established by The Lutheran Brotherhood to be awarded to one or more worthy and promising Lutheran students who demonstrate financial need.

Charles B. McCollough, Jr. Memorial Scholarship Fund: The income from a fund provided by Charles B. McCollough (1916) and Florence McCollough in memory of their son, and by H. R. Earhart in memory of his grandnephew, is awarded to one or more worthy male students.

The Robert McCoy Scholarship Fund: The income from a fund established by the family and friends of Robert McCoy is awarded to one or more worthy and promising students.

William R. McElhiney (1936) Scholarship Fund: The income from a fund provided by William R. and Pauline McElhiney to be awarded annually and to be divided equally among needy and deserving students who demonstrate an interest in the College band and the College choir.

Mahaffie Scholarship Fund: A fund initiated by Ralph Mahaffie 1922 in honor of his brother James Eugene Mahaffie 1916, the income of which will be awarded to worthy and promising students in need of scholarship funds.

Charles H. May (1904) Scholarship Fund: The income from a bequest by Mr. May is awarded to deserving male students from York County, Pennsylvania.

Dr. John E. Meisenhelder (1897) Scholarship Fund: The income from a bequest by Dr. Meisenhelder is awarded to a deserving student.

Janes S. Melber (1983) Memorial Scholarship Fund: The income from a fund established by Theodore W. and Lucile M. Melber in memory of their daughter is awarded to worthy and promising students for the study of music in Great Britain. If such students

cannot be identified, junior or senior music students may receive the award.

Forrest L. Mercer (1908) Scholarship Fund: The income from a bequest by Forrest L. Mercer is awarded to a deserving and needy student.

J. Elsie Miller (1905) Scholarship Fund: The income from a bequest by Mr. Miller is awarded to a preministerial student.

Robert H. Miller (1938) and Paul D. Miller (1940) Brazilian Scholarship Fund: The income from the fund will be awarded to one or more worthy and promising students who are in need of scholarship funds. Recipients will be selected by the College, and preference will be given to (1) a Gettysburg College student who wishes to go to Brazil for a semester or year of study at an accredited Brazilian federal or state university; (2) a Brazilian student studying at Gettysburg College; or (3) a graduating student from one of the American schools in Brazil who plans to enroll at Gettysburg College.

Miller-Dewey Scholarship Fund: The income from a bequest by the Rev. Adams B. Miller (1873) is awarded to a deserving student.

Rev. William J. Miller (1903) Scholarship Fund: The income from a bequest by Mary Willing Miller is awarded to worthy young persons. Preference is given to students preparing for the Lutheran ministry and especially to those from Tabernacle Evangelical Lutheran Church, Philadelphia, Pennsylvania.

Charles D. Moyer (1957) Scholarship Fund: The income from a fund contributed by Charles D. Moyer, his family, and friends is awarded to worthy and promising students in need of scholarship aid. Preference is given to students who can contribute to the ethnic and intercultural environment of the College.

Musselman Scholarship Fund: The income from a fund established by the Musselman Foundation, to be awarded to a deserving student, with preference given to sons or daughters of employees of the Musselman Fruit Product Division, Pet Incorporated.

Albert C. and Linda Neumann Endowment Fund: The income from a fund established by Albert C. Neumann (1964) is awarded to one or more worthy and promising students, with preference given to students with an interest in pursuing a career in the health sciences.

John Spangler Nicholas (1916) Scholarship Fund: The income from a bequest by John Spangler Nicholas is awarded to a member of the junior or senior class of sterling character and high intellectual ability in the field of biology, preferably zoology.

Henry B. Nightingale (1917) Scholarship Fund: The income from the fund is awarded to worthy students who have successfully completed their first two years at the College.

Patrick F. Noonan (1965) Scholarship Fund: The income from the fund established by Patrick and Nancy Noonan will be awarded to one or more worthy and promising students who are in need of scholarship aid. Preference will be given to the student or students who, beyond academic and personal qualifications, are majoring in management and have demonstrated leadership ability through active participation and excellent performance in extracurricular activities.

Nellie Oller and Bernard Oller Memorial Scholarship Fund: The income from a bequest by Ida R. Gray in memory of her daughter and son-in-law is awarded to a deserving student, preference being given to a Lutheran applicant from Waynesboro, Pennsylvania.

One in Mission Scholarship Fund: The income from a fund established by the One in Mission Campaign of the Evangelical Lutheran Church in America is awarded to worthy and deserving students, with preference for students who are Lutheran.

Lovina Openlander Scholarship Fund: The income from the fund is awarded to needy and deserving students.

Thomas O. Oyler Scholarship Fund: The income from a fund provided by Thomas O. Oyler, Sr., and his wife, Janet B. Oyler, in honor of their children, Thomas O. Oyler, Jr., Jane A. Oyler, Jerome P. Oyler, William J. Oyler (1977), and Susan T. Oyler (1985), to be awarded annually to a deserving Pennsylvania student whose major is Management or German, with elective courses in the other field of study.

C. Eugene Painter Scholarship Fund: The income from a fund established by C. Eugene Painter (1933) is awarded to one or more worthy and promising students, with preference given to students majoring in chemistry.

The Lillian M. and William H. Patrick, Jr. (1916) Scholarship Award: The income from a bequest by William H. Patrick, Jr. is awarded on a competitive basis to students with musical ability.

Hugo Paul Family Scholarship Fund: The income from a bequest from C. Gloria Paul is awarded to a capable, needy, and deserving student, to complete his or her college education.

Willard S. Paul Scholarship Fund: The income from a fund contributed in his honor by friends of the College on the occasion of President Paul's retirement and thereafter awarded to a deserving student.

Earl G. Ports (1923) Scholarship Fund: The income from a fund provided by Horace G. Ports (1925) in memory of his brother is awarded to a worthy student, preferably in the field of physics.

Dr. and Mrs. Carl C. Rasmussen Scholarship Fund: The income from a fund donated by the Reverend Carl C. (1912) and Alma I. Rasmussen is awarded to a deserving student. Preference is given to a student preparing for the ministry in the Lutheran Church.

Rev. Clay E. Rice (1911) Scholarship Fund: The income from a fund established by Minnie Catherine Rice in honor of her husband, Rev. Clay E. Rice, is awarded to a student preparing for the ministry.

John S. and Luéne Rice Scholarship Fund: The income from a fund provided by Ellen F. and Luéne Rice, which is to be awarded to students of exceptional academic ability and outstanding promise of contributions to the College.

James A. Rider (1942) Scholarship Fund: The income from a fund established by James A. Rider is awarded to worthy and deserving students in financial need. Preference is to be given first to dependents of active employees of Thermos Industries, Inc., of Raleigh, North Carolina; second, to students who compete in intercollegiate athletics; and third, to students who may be orphans.

Lawrence E. Rost (1917) Fund: The income from a fund established by Jeanne Preus Rost in memory of her husband, Lawrence E. Rost, is awarded to deserving students, descendants of Charles A. Rost, Red Lion, York County, Pennsylvania, being given first consideration.

Philip P. Rudhart Scholarship Fund: The income from a bequest by Emma Bennix in memory of her brother is awarded to deserving male students.

Mary Sachs Scholarship Fund: The income from a fund established as a memorial to Mary Sachs is awarded to a needy and deserving student, preference given to a student in management whose interests are in retailing.

Charles Samph, Jr. Scholarship Fund: The income from a fund established by the friends and family of Charles Samph, Jr. is awarded to one or more worthy and promising students, with preference given to students who are involved in the campus Greek system, in the Reserve Officers Training Corps, and who major in mathematics.

Andrew C. Schaedler Foundation Scholarship: The income from a fund established as a memorial to Andrew C. Schaedler is awarded to worthy and needy students from Central Pennsylvania who graduated from a high school located in Dauphin, Lebanon, Cumberland, York, Franklin, Lancaster, Perry, Mifflin, Adams, Northumberland, or Huntingdon Counties.

Calvin L. Schlueter Scholarship Fund: The income from a bequest by Calvin F. Schlueter is awarded to needy and promising students.

Gregory Seckler (1965) Memorial Scholarship Fund: The income from a fund given by Mr. and Mrs. J. M. Arnold, Sr. in memory of Gregory Seckler is awarded to a deserving student, preference being given to an English major.

Ralph E. Sentz (1949) Scholarship Fund: The income from a fund provided by Ralph E. Sentz, loyal alumnus and member of the Board of Fellows of Gettysburg College, and his wife, Veronica, to be awarded annually to needy and deserving students, preference being given to those with disabilities.

Samuel Shaulis (1954) Memorial Scholarship: The income from a fund established by Barry B. Wright (1955) and the other friends and family of Samuel Shaulis is awarded to one or more worthy and promising students, with preference given to students who, beyond other academic and personal qualifications, have a special interest in extracurricular activities.

Joseph T. Simpson/Dwight D. Eisenhower Scholarship Fund: A fund established by the friends and colleagues of Joseph Simpson, the income of which shall be available to worthy and promising students

in need of scholarship aid, with preference given to those students with exceptional leadership ability.

Edgar Fahs Smith (1874) Scholarship: The income from a fund provided by Margie A. Smith in honor of her father, Edgar Fahs Smith, is given to a student recommended by the Chemistry Department.

Mary Ann Ocker Spital Scholarship Fund: The income from a bequest is awarded to a qualified male student.

Edward J. Stackpole Scholarship Fund: The income from a fund contributed by the friends of General Stackpole is awarded to a deserving student, preference being given to a student in American history interested in the Civil War.

The Rev. Milton H. Stine (1877) and Mary J. Stine Memorial Scholarship Fund: The income from a fund provided by Dr. Charles M. A. Stine (1901) in memory of his parents is awarded to a preministerial student.

Earl K. Stock Scholarship Fund: The income from a bequest from Earl K. Stock (1919) is awarded to one or more needy and deserving students.

Bob (1933) and Betty Stockberger Scholarship Fund: The income from the fund is awarded to needy and promising students.

F. Stroehmann Scholarship Fund: The income from a fund established by the family of F. Stroehmann is awarded to one or more needy and deserving students.

Dr. J.H.W. Stuckenberg Scholarship Fund: The income from a bequest by Dr. Stuckenberg is awarded to a qualified student.

Surdna Foundation Scholarship Fund: The income from a gift of the Surdna Foundation is awarded to students of exceptional academic ability and outstanding promise of contributions to the College.

Warren L. Swope (1943) Scholarship Fund: The income from a fund contributed by Warren L. Swope, a career diplomat, is awarded to a qualified student, preference being shown to students of American parentage who have spent a significant portion of their pre-college years abroad.

Raymond A. Taylor 1937 Scholarship Fund: The income from a fund established by Dr. and Mrs. Raymond A. Taylor is awarded to one or more worthy and promising students.

William J. (1929) and Ruth Krug Thomas (1928) Scholarship Fund: The income from a fund given by the Thomases in gratitude for the contribution the College has made toward the enrichment of their lives, to be given to worthy students, preferably English majors.

Colonel Walter K. Thrush Fund: The income from a fund provided by the estate of Edna L. Thrush in memory of her husband, Walter K. Thrush (1919), to assist a student who is a member of ATO Fraternity endeavoring in the field of engineering, the recipient to be chosen by the Trustees of the College.

Robert and Donna Tillitt Scholarship Fund: The income from a fund established by Mr. and Mrs. Robert Tillitt is awarded to one or more needy and deserving students who have an interest in music.

Martin L. Valentine (1912) Scholarship Fund: The income from a bequest by Martin L. Valentine is awarded to a needy and deserving student majoring in chemistry.

Lloyd Van Doren Scholarship Fund: The income from a fund established by Tempie Van Doren is awarded to one or more needy and deserving students.

Parker B. Wagnild Scholarship Fund: The income from a fund contributed by alumni and friends of the Gettysburg College Choir is given to needy and deserving music students.

The John G. Walborn (1937) Scholarship Fund: The income from a fund provided by John G. Walborn is given to needy and deserving students, preferably those majoring in economics or management.

The Stuart Warrenfeltz Memorial Fund: The income from a bequest by Ethel Warrenfeltz McHenry in memory of her son Stuart Warrenfeltz is awarded to a worthy young man, preference being given to students from Funkstown, Washington County, Maryland.

Dr. Rufus B. Weaver (1862) Scholarship Fund: The income from a bequest by Dr. Weaver is awarded to deserving students.

The Rev. David Sparks Weimer and Joseph Michael Weimer/Dwight D. Eisenhower Scholarship Fund: A fund initiated by Mrs. Ralph Michener, daughter and sister of David and Joseph Weimer, the income of which will be awarded to worthy and promising students in need of scholarship aid.

Senator George L. Wellington Scholarship Fund: The income from a bequest by Mr. Wellington is awarded to a deserving Lutheran preministerial student.

Mary E. Werner Scholarship Fund: The income from a bequest to Gettysburg College from the estate of Mary E. Werner is awarded to a preministerial student, with preference given to students from Glen Rock, Pennsylvania, or York County, Pennsylvania.

Richard C. Wetzel Scholarship: The income from a fund contributed by Richard C. Wetzel is awarded to a deserving and needy student.

Stella Moyer Wible (1927) Scholarship Fund: The income from a fund established by Helen A. Moyer is awarded to worthy and promising students with an outstanding record of academic achievement.

Bertram M. Wilde Scholarship Fund: The income from a fund established by members of the family of Bertram M. Wilde is awarded to worthy and promising students, with preference given to students who have demonstrated superior character and industry as well as diverse interests and active participation in extracurricular as well as academic affairs.

Jeremiah A. Winter and Annie C. Winter Memorial Scholarship Fund: The income from a fund contributed by Amelia C. Winter in memory of her parents is granted to a needy and deserving student.

Woman's League Scholarship Fund: The income from a fund established by the Woman's General League of Gettysburg College to be awarded to needy and promising students.

Barry B. Wright (1955) Scholarship Fund: The income from a fund contributed by Barry B. Wright is awarded to a student or students, with preference being given to disadvantaged students from the inner-city.

Peter W. Wright Scholarship Fund: The income from a fund established by Peter W. Wright is awarded to one or more worthy students, with preference being given to students who have an interest and involvement in extracurricular activities and are members of Alpha Tau Omega Fraternity.

John T. Ziegler (1952) D.D.S. Scholarship Fund: The income from the fund is awarded to worthy and promising students, with priority given to those who

have achieved the highest academic record, and preference given to students who have completed at least two years of course work and plan to enter the dental profession.

John B. Zinn Scholarship Fund: A fund established by friends and former students of Professor John B. Zinn, former Chairman of the Chemistry Department, to provide support for promising students who demonstrate need, with preference given to students preparing for fields associated with the healing arts.

Loan Funds for Students

The Rev. Edward I. Morecraft (1924) Memorial Loan Scholarship Fund: This fund was established by the St. James Lutheran Church of Stewart Manor, Long Island, in memory of its former pastor.

Milton T. Nafey and Mary M. Nafey Student Fund: A bequest from the estate of Mary M. Nafey provides a fund for student loans.

Eva R. Pape Student Loan Fund: A loan program made available by a bequest from the estate of Eva R. Pape of Gettysburg, Pennsylvania, to be assigned to students of high promise and financial need.

The Charles H. Rothfuss and Martha Huffman Rothfuss Loan Scholarship Fund: This fund was contributed by Dr. E. Lloyd Rothfuss (1916) in memory of his parents.

Other Aid for Student Scholarships

AAL Lutheran Campus Scholarship: Aid Association for Lutherans makes available scholarship funds each year to assist needy students who hold membership with the Association. Selection of recipients is made by the College.

Frank D. Baker Scholarship Fund: An award available to aid worthy students in immediate need. Selection of recipients is made by the College.

R. M. Hoffman Memorial Scholarship Fund: The income from a trust established by Margaret L. Hoffman in memory of her father is awarded annually as part of the Dwight D. Eisenhower Scholarship Program.

Lutheran Brotherhood Lutheran Senior College Scholarship: The scholarships are awarded to Lutheran students who will begin their first year of post-secondary study at Gettysburg College. Recipients are selected by Gettysburg College on the basis of scholastic achievement, religious leadership, and financial need.

Lutheran Brotherhood Members' Scholarship Program: Established to assist Lutheran Brotherhood members attending accredited post-secondary institutions. Information is available from Lutheran Brotherhood, 625 Fourth Avenue South, Minneapolis, Minnesota 55415.

Frank L. Daugherty (1922) Scholarship Fund: The income from a trust established by Frank L. Daugherty is awarded to a deserving York County resident who would not otherwise be able to attend Gettysburg College for a lack of finances. The recipient is selected by the College.

W. Emerson Gentzler (1925) Scholarship Fund: The income from a trust established by W. Emerson Gentzler is awarded to deserving students, with preference given to members in good standing of one of the 4-H Clubs of York County, Pennsylvania.

Christian R. and Mary E. Lindback Foundation Scholarship Fund: The scholarship is awarded preferentially to residents of New Jersey, Pennsylvania, Delaware, or Maryland who are of high character and ability.

Guy L. Moser Fund: Mr. Guy L. Moser established a trust fund to support grants to students from Berks County, Pennsylvania who are majoring in history or political science and who rank in the upper third of their class. Applications for these grants should be made directly to Mr. Richard V. Grimes, Hamilton Bank, 515 Penn Street, Reading, Pennsylvania 19603.

Charlotte L. Noss Scholarship Fund: The income from a trust established by Charlotte Noss is awarded to a deserving female student from York County, Pennsylvania who will not otherwise be able to attend Gettysburg College for a lack of finances. The recipient is selected by the College.

The Ernest D. Schwartz (1916) Scholarship Fund: The income from a fund established in memory of Ernest D. Schwartz is awarded to a needy and worthy student. The recipient is selected by the College.

Weaver-Bittinger Classical Scholarship: The income from a trust created by Rufus M. Weaver (1907) is awarded to a needy and deserving student(s) who has demonstrated outstanding academic achievement. Recipients are selected by Gettysburg College.

Weaver Classical-Natural Science-Religion Scholarship: The income from a trust created by Rufus M. Weaver (1907) is awarded to a deserving student pursuing a

classical, natural science, or religion course of instruction. Recipients are selected by Gettysburg College.

Rufus M. Weaver Mathematical Scholarship: The income from a trust created by Rufus M. Weaver (1907) is awarded to deserving students pursuing a mathematical course of instruction. Recipients are selected by Gettysburg College.

State and Federal Grant Programs

Pell Grant: A federal grant program to enable students to attend colleges and universities; awarded by the Department of Education.

Pennsylvania Higher Education Grant: An award given to students who are residents of Pennsylvania, selected on the basis of financial need. Information on these scholarships should be acquired from the secondary school counseling office.

There are other states with scholarships and/or grant programs. The states which have most recently made grant awards to students attending Gettysburg College are Connecticut, Delaware, Maryland, Ohio, Rhode Island, Vermont, West Virginia, and the District of Columbia. Further information may be available at secondary school counseling offices.

State and Federal Loan Programs

Stafford (Guaranteed) Student Loan: This education loan program enables students to borrow directly from a bank, credit union, savings and loan association, or other participating lender. Students may borrow up to \$2,625 during each of the first and sophomore years, and \$4,000 during each of the junior and senior years, with a maximum aggregate limit of \$17,250 for undergraduate study. The interest rate is 8% during the first four years of repayment and 10% beginning with the fifth year. Repayment of the principal and interest begins six months after completion of college.

Parent Loan for Undergraduate Study: Parents of dependent undergraduate students may borrow up to \$4,000 per academic year through this federally sponsored program. Total borrowing may not exceed \$20,000, and the repayment period can be from five to ten years, beginning sixty days after the first loan is advanced. However, subject to bank approval, loan principal can be deferred until after the student's completion of schooling if the interest is paid regularly. Applications for PLUS loans may be obtained at a participating lender.

PHEAA-HELP Loans: This program of higher education loans through the Pennsylvania Higher Education Assistance Agency can provide a total of \$10,000 per student, per year. The program offers a "package" of student loans and parent loans which are available to both Pennsylvania residents and nonresidents who are attending a Pennsylvania college. Interest rates may vary from 8% on student loans of up to \$4,000 per year to 12% on the parent loan portion. The repayment of loans may extend over a maximum of ten years. Application materials are available through PHEAA-HELP in Harrisburg and the Office of Financial Aid at Gettysburg College.

PLATO Loan Program

The College has affiliated with PLATO through University Support Services of Herndon, Virginia. Loans of \$1,500 to \$25,000 per year are offered to students and/or parents. Repayment of principal and interest normally begins within thirty days of borrowing, but student loans can be deferred (repayment of interest only) while enrolled in College. Applications are available through the Office of Financial Aid.

Other Education Loans

In addition to PHEAA-HELP and PLATO, there are other student/parent loan plans for education. One such option is EXCEL through Nellie Mae and the Education Resources Institute. EXCEL offers loans of up to \$20,000 per year, with a maximum twenty-year repayment period.

A similar plan is offered through TERI Loans. Both programs are based in Massachusetts, but are national in scope. More information is available through the Office of Financial Aid.

Tuition Payment Plans

See page 170 in the Comprehensive Academic Fee Plan section.

Financial Aid for Off-Campus Study

Financial aid is available for programs of off-campus study (both domestic and study abroad) which are approved by the Academic Standing Committee. College Grant and Loan funds will normally be awarded for a maximum of two semesters of off-campus study through College-affiliated programs only.

International students are not eligible to receive College-funded financial aid for study abroad, except as documented to meet academic program requirements.





GETTYSBURG

Register

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H. SCOTT HIGGINS (1989)

Executive Vice President
Lehman Management Co., Inc.
New York, New York

KRISTINE F. HUGHEY (1986)

Attorney
Media, Pennsylvania

EDWIN T. JOHNSON (1991)

Chairman, Noble Lowndes/Johnson
Newtown, Pennsylvania 18940

ROBERT S. JONES, JR. (1988)

Senior Vice President
The Equitable
New York, New York

WILLIAM T. KIRCHHOFF (1988)

Executive Vice President
Cleveland Brothers Equipment Co., Inc.
Harrisburg, Pennsylvania

LEWIS E. LEHRMAN (1990)

Chairman
L. E. Lehrman and Company
New York, New York

NANCY R. LETTS (1989)

Teacher
Strath Haven High School
Wallingford, Pennsylvania

E. JAMES MORTON (1991)

Chairman & Chief Executive Officer
John Hancock Mutual Life Insurance Co.
Boston, Massachusetts

ALBERT C. NEUMANN, M.D. (1986)

Founder and Medical Director
The Neumann Eye Institute
Deland, Florida

THOMAS C. NORRIS (1974-1986) (1988)

Chairman, President & Chief Executive Officer
P. H. Glatfelter Co.
Spring Grove, Pennsylvania

PHILIP I. PARSONS (1986)

President
Perfect Pinch, Inc.
Chicago, Illinois

RICHARD E. PATTERSON (1988)

Research Associate
E. I. Dupont de Nemours
Deepwater, New Jersey

PAUL R. ROEDEL (1987)

Chairman & Chief Executive Officer
Carpenter Technology Corporation
Reading, Pennsylvania

FREDERICK H. SETTELMAYER (1985)

Vice President
The Boston Company
Boston, Massachusetts

JOHN W. SHAINLINE (1989)

Senior Assistant to the President

California State University
Long Beach, California

F. BARRY SHAW (1987)

President & Chief Executive Officer
Wenger's Feed Mill, Inc.
Rheems, Pennsylvania

BRUCE R. STEFANY (1986)

President & Chief Executive Officer, Chubb
Securities Corporation
Senior Vice President, Chubb Life America
Concord, New Hampshire

***F. WILLIAM SUNDERMAN, M.D. (1967-1979)**

Director
Institute for Clinical Science
Philadelphia, Pennsylvania

JAMES R. THOMAS (1981-1987) (1989)

President & Chief Executive Officer
Best Foods Baking Group, CPC
Fairfield, New Jersey

DENNIS H. TYLER (1988)

Subschool Principal
Robinson Secondary School
Fairfax, Virginia

JAMES M. UNGLAUBE (1988)

Director, Colleges & Universities
Evangelical Lutheran Church in America
Chicago, Illinois

DEBRA A. WALLEY (1990)

Attorney
Camp Hill, Pennsylvania

BARBARA TURNER WHITE (1991)

Executive Vice President
Turner-White Communications, Inc.
Wayne, Pennsylvania

BARRY B. WRIGHT (1986)

President
Metropolitan Personnel Services, Inc.
Washington, DC

(1) The dates following the names indicate years of previous service and the beginning year of present service on the Board of Trustees.

**Honorary Life Trustees*

Trustees Emeriti

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York, Pennsylvania

WILLIAM S. EISENHART, JR.

York, Pennsylvania

CHARLES H. FALKLER

York, Pennsylvania

PAUL L. FOLKEMER

Linthicum Heights, Maryland

MILLARD E. GLADFELTER

Jenkintown, Pennsylvania

HENRY W. GRAYBILL, JR.

Harrisburg, Pennsylvania

ANGELINE F. HAINES

Lutherville, Maryland

ROBERT D. HANSON

Harrisburg, Pennsylvania

ALFRED L. MATHIAS

Cockeysville, Maryland

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Camp Hill, Pennsylvania

PAUL M. ORSO

Millersville, Maryland

JAMES A. PERROTT

Baltimore, Maryland

SAMUEL A. SCHRECKENGAUST, JR.

Lemoyne, Pennsylvania

HERMAN G. STUEMPFLE, JR.

Gettysburg, Pennsylvania

JAMES I. TARMAN

State College, Pennsylvania

DONALD K. WEISER

Gettysburg, Pennsylvania

CHARLES W. WOLF

Gettysburg, Pennsylvania

IRVIN G. ZIMMERMAN

Swarthmore, Pennsylvania

Administration

(1990-1991 Academic Year)

President

Gordon A. Haaland 1990-

A.B., Wheaton College;

Ph.D., State University of New York at Buffalo

Janet Morgan Riggs 1991-

Assistant to the President

B.A., Gettysburg College;

M.A., Princeton University;

Ph.D., Princeton University

Salvatore Ciolino 1971-

Director for Institutional Analysis

B.A., State University of New York at Geneseo;

M.S., State University of New York at Albany;

D.Ed., Nova University

Charles W. Winters 1989-

Director of Intercollegiate Athletics

B.S., M.Ed., Bowling Green State University

John W. Campo 1985-

Head Coach/Baseball

Assistant Coach/Football

B.S., University of Delaware;

M.S., Queens College of the City

University of New York

Michael P. Cantele 1990-

Athletic Trainer Certified

B.A., Gettysburg College;

M.S., Old Dominion University

Joseph D. Donolli 1971-

Athletic Trainer Certified

B.S., University of Delaware;

M.Ed., Temple University

Doreen M. Drexel 1984-

Coordinator of Women's Athletics
Head Coach/Women's Volleyball
B.S., M.S., Frostburg State University

Henry Janczyk 1987-

Head Coach/Lacrosse
B.A., Hobart College;
M.A., Albany State University

Robert B. Kenworthy 1965-

Director of Sports Information

Michael T. Kirkpatrick 1989-

Head Coach/Women's Basketball
Head Coach/Women's Softball
A.A., Community College of Allegheny - Boyce
Campus; B.S., University of Pittsburgh at Johnstown

Deirdre M. Reich 1989-

Director of Campus Recreation
B.S., Old Dominion University;
M.S., University of Kentucky

George R. Petrie 1989-

Head Coach/Basketball
Head Coach/Golf
B.A., Lebanon Valley College;
M.Ed., University of Utah

William H. Pfitzinger 1991-

Head Coach/Women's Tennis
B.S., Roanoke College

Michael K Rawleigh 1985-

Head Coach/Swimming
B.A., University of North Carolina at Chapel Hill;
M.S., Western Maryland College

Joseph J. Reich 1989-

Assistant Coach/Football
Assistant Coach/Lacrosse
B.A., Gettysburg College

J. Edward Riggs, Jr. 1984

Head Coach/Track and Field
Head Coach/Cross Country
B.A., Gettysburg College;
M.Ed., Western Maryland College

Barry H. Streeter 1975-

Head Coach/Football

B.A., Lebanon Valley College;
M.S., University of Delaware

Todd D. Wawrousek 1990-

Head Coach/Women's Soccer
B.S., University of Pittsburgh;
M.Ed., Alfred University

David H. Wilson 1989-

Head Coach/Wrestling
Assistant Coach/Lacrosse
B.A., Bowdoin College;
M.S., United States Sports Academy

David W. Wright 1986

Head Coach/Soccer
Head Coach/Tennis
B.S., State University of New York at Cortland;
M.A., Brigham Young University

Provost**L. Baird Tipson** 1987-

Provost and Professor of Religion
A.B., Princeton University;
M.Ph., Ph.D., Yale University

David L. Crowner 1967-

Acting Assistant Provost
B.A., Pacific Lutheran University;
M.A., Ph.D., Rutgers-
State University of New Jersey

Liliane Floge 1990-

Assistant Provost
B.A., City College of New York;
M. Phil., Ph.D., Columbia University

G. Ronald Couchman 1967-

Registrar
B.A., Gettysburg College

Marilyn Hubbard 1990-

Coordinator of Off-Campus Studies and
International Student Affairs
B.A., Monmouth College (Illinois);
M.A., Southern Illinois University

Anne B. Showalter 1989-

Dean of Academic Advising
B.A., Elizabethtown College;
M.A., University of Iowa

Timothy M. Dodd 1990-

Associate Dean of Academic Advising
M.A., Fordham University;
ABD, University of Pittsburgh

Dennis R. Aebersold 1989-

Associate Provost for Computing
B.S., Occidental College;
Ph.D., Brown University

Michael D. Martys 1990-

Director of Technical Operations (Computing)
B.S., M.S., Illinois Institute of Technology

Dean F. Duncan 1991-

Director of Information Technology
B.A., M.U.A., The University of
North Carolina at Charlotte;
Ph.D., Emory University

William P. Wilson 1979-

Software Support Coordinator (Computing)
B.A., Gettysburg College;
M.A., Ph.D., University of Connecticut

Tod M. Maki 1989-

Micro Support Coordinator (Computing)
Diploma, Duluth Business University;
B.S., University of Wisconsin - Superior

Jeanne D. Kostishack 1990-

Writer, Editor in Information Technology
(Computing)
B.A., University of Pittsburgh

Gail P. Rankin 1990-

Computer Store Manager
B.A., University of New Hampshire

David P. Steinour 1986-

Systems Specialist (Computing)
Diploma, Computer Learning Center

Martha M. Myricks 1991-

Microcomputer Support/Training
B.A., San Francisco State University

Willis M. Hubbard 1983-

College Librarian
B.A., Monmouth College (Illinois);
M.S., University of Illinois;
M.A., Southern Illinois University

David T. Hedrick 1972-

Special Collections Librarian
B.A., Emory and Henry College;
M.A., University of Denver

Anna Jane Moyer 1961-

Readers' Services Librarian
A.B., Susquehanna University;
M.S.L.S., Drexel University

Frances H. Playfoot 1971-

Assistant Readers' Services Librarian
B.A., The George Washington University;
M.S.L.S., Shippensburg University

Lee Alan Krieger 1989-

Technical Services Librarian
B.A., M.L.S., University of Pittsburgh

S. Katherine Johnson 1989-

Assistant Technical Services Librarian
A.S., B.S., Ferrum College;
M.S., Columbia University

E. Carolyn White 1988-

Circulation Librarian/Assistant Director,
Instructional Media Services
B.A., University of Pittsburgh;
M.A., Middlebury College;
M.L.S., State University of New York at Albany

H. Wayne Wolfe 1985-

Director, Instructional Media Services
A.F.A., B.S., Ferrum College;
M.S., Radford University

Xiaofeng Zhu 1990-

Systems and Automated Services Librarian
B.S., Sichuan University, Chengdu, China;
M.L.I.S., Columbia University

Peter Stitt 1986-

Editor
THE GETTYSBURG REVIEW
Professor of English
B.A., M.A., University of Minnesota;
Ph.D., University of North Carolina-Chapel Hill

Emily W. Ruark 1991-

Managing Editor
THE GETTYSBURG REVIEW
B.A., University of North Carolina at Greensboro

Jeffery B. Mock 1991-

Assistant Editor

THE GETTYSBURG REVIEW

B.A., University of Iowa;

M.F.A., University of Alabama

Frederick D. Opie 1991-

Dean of Intercultural Resources

B.S., Syracuse University

Brian L. Haynes 1991-

Assistant Dean of Intercultural Resources

M.S., Ohio University;

Ph.D., Ohio University

Admissions/Financial Aid

Delwin K. Gustafson 1967-

Dean of Admissions

B.A., Augustana College (Illinois);

J.D., University of Nebraska Law School

Daniel A. Dundon 1972-

Associate Dean of Admissions

B.A., State University of New York at Buffalo;

M.A., Eastern Michigan University

Gail Sweezey 1983-

Associate Dean of Admissions

B.A., Allegheny College

Darryl W. Jones 1985-

Assistant Dean of Admissions

B.A., Pennsylvania State University

Heather Baker 1990-

Admissions Counselor

B.A., Franklin and Marshall College

Susan C. Hill 1991-

Admissions Counselor

B.A., Gettysburg College

Karen Long 1988-

Assistant Director of Admissions

B.A., Siena College

Jill K. Trott 1990-

Assistant Director of Admissions

B.S., College of William and Mary

David E. Trott 1988-

Assistant Director of Admissions

B.A., Gettysburg College

Ronald L. Shunk 1983-

Director of Financial Aid

B.A., M.Ed., Pennsylvania State University

Bryan Zerbe 1989-

Assistant Director of Financial Aid/

Admissions Counselor

B.A., Gettysburg College

Julie L. Ramsey 1981-

Acting Dean of the College

B.A., Denison University;

M.A., Indiana University

Dennis Murphy 1990-

Associate Dean of the College

B.A., Saint Francis College (Pennsylvania);

M.S., Shippensburg University of Pennsylvania;

Ed.D., Indiana University

Margaret-Ann Marshall 1986-

Associate Dean of the College

B.A., Texas Women's University;

M.A., Hood College

Robert C. Nordvall 1972-

Acting Dean of First Year Students

B.A., DePauw University;

J.D., Harvard Law School;

Ed.D., Indiana University

Deborah M. Wailes 1991-

Director of Career Services

B.A., Wilmington College;

M.H.S., Lincoln University

Eugene Durkee 1990-

Assistant Director of Career Services

B.A., Rutgers College, Rutgers University;

M.T.S., Boston University of Theology

Frederick Kinsella 1991-

Director of Student Health Services

B.S., Wagner College;

M.S., Wagner College;

Post-Master's Certificate, University of Virginia

William H. Jones 1964-

Coordinator of Counseling

B.A., Eastern Nazarene College;

M.A., University of Wisconsin;

Ed.D., Boston University

Frances Parker 1980-
Counseling Psychologist
B.A., M.A., University of Kentucky

Harriet Barriga Marritz 1989-
Counselor/Drug Education Coordinator
B.A., Lafayette College;
M.S., Millersville University of Pennsylvania

Christine R. Lottes 1990-
Health Education/Lecturer in HPE
and Drug and Alcohol Education
B.S., Valparaiso University;
M.S., West Chester State University of Pennsylvania;
Ed.D., West Virginia University

James C. Hultine 1990-
Director of the College Union
B.S., M.A., University of Iowa

Gail Jones 1990-
Assistant Director of the College Union
B.S., Lebanon Valley College;
M.S., Temple University

Thomas S. Dombrowsky 1991-
Director of Greek Life
B.A., University of Rhode Island
M.A., Morgan State University

Claudia A. Karkula 1989-
Assistant Director of Residence Life
B.Ed., M.Ed., University of Missouri at Columbia

Susanne E. Nicholson 1991-
Assistant Director of Residence Life
B.S., James Madison University
M.S., Miami University

Karl J. Mattson 1977-
Chaplain
B.A., Augustana College (Illinois);
B.D., Augustana Theological Seminary;
S.T.M., Yale Divinity School

Treasurer

William P. Van Arsdale 1985-
Treasurer
B.S., Villanova University;
M.Ed., Antioch Graduate School of Education

Michael S. Malewicki 1976-
Assistant Treasurer
B.A., Gettysburg College
M.S., Shippensburg University of Pennsylvania;
M.B.A., Mt. St. Mary's College

Katherine C. McGraw 1988-
Controller
A.A., Harrisburg Area Community College;
A.B., Grove City College

Thomas Phizacklea 1982-
Director of Personnel/Director of Auxiliary Services
B.A., University of Pittsburgh at Johnstown;
M.B.A., Mt. St. Mary's College

Timon K Linn 1985-
Director of Safety and Security

Martin L. Crabill 1986-
Director of Physical Facilities

College Relations

Gary L. Lowe 1978-
Vice President for College Relations
B.S., Denison University;
M.S. Miami University

Ann H. Neitzel 1987-
Director of Development
B.A., Ohio Wesleyan University

Daniel H. Comber 1991-
Director of Annual Giving
B.A., University of Vermont

Tilghman H. Moyer IV 1991-
Associate Director of Annual
Giving/Phonathon Director
B.A., Pennsylvania State University

Paula Thomas 1991-
Associate Director of Development/Corporate and
Foundation Grants
B.A., University of Pennsylvania

Gary D. Ragnow 1990-
Associate Director of Development/Director of Gift
Planning
B.A., University of Omaha;
J.D., University of Nebraska Law School

Michael W. Howard 1989-
Associate Director of Gift Planning
B.A., University of Maryland

Constance R. Heiland 1991-
Associate Director of Gift Planning
B.A., Miami University;
M.A., Miami University;
J.D., University of Dayton

Robert L. Mothersbaugh 1990-
Campaign Field Coordinator
B.S., Pennsylvania State University

William T. Walker, Jr. 1989-
Director of Public Relations
B.A., M.A., University of Virginia

Mary Frances Donley 1989-
Associate Director of Public Relations
B.A., Lehigh University;
M.S., Carnegie Mellon University

Jerold Wikoff 1984-
Senior Editor
B.A., Stanford University;
M.A., Stanford University;
Ph.D., Stanford University

Susan Bryant 1989-
Assistant Editor in Public Relations
B.A., Bryn Mawr College;
Francais Diplome, International School of Geneva

Robert D. Smith 1965-
Director of Alumni Relations
B.S., Gettysburg College;
M.S., Shippensburg University of Pennsylvania

The Faculty (1991-1992 Academic Year)

Gordon A. Haaland 1990-
President and Professor of Psychology
A.B., Wheaton College;
Ph.D., State University of New York at Buffalo

L. Baird Tipson 1987-
Provost and Professor of Religion
A.B., Princeton University;
M.Ph., Ph.D., Yale University

Emeriti
R. Henry Ackley 1953-1976
Professor of Music, Emeritus
B.A., Western Maryland College; Teacher's
Certificate in Voice, Peabody Conservatory of Music

Paul Baird 1951-1985
Professor of Economics, Emeritus
B.A., M.A., Pennsylvania State University

Guillermo Barriga 1951-1981
Professor of Romance Languages, Emeritus
B.S., Columbian Naval Academy; M.A., Middlebury
College; Ph.D., University of Madrid

F. Eugene Belt 1966-1988
Professor of Music, Emeritus
A.B., Western Maryland College;
M.A., New York University

A. Bruce Boenau 1957-1991
Professor of Political Science, Emeritus
A.B., Amherst College;
A.M., Ph.D., Columbia University

Jay P. Brown 1947-1988
Bursar, Emeritus
Certificate, American Institute of Banking

Mary G. Burel 1970-1986
Librarian Emerita
B. A., University of Oklahoma;
M.S.L.S., Florida State University

Albert W. Butterfield 1958-1972
Professor of Mathematics, Emeritus
B.S., United States Naval Academy;
M.S., University of Michigan

John F. Clarke 1966-1989
Professor of English, Emeritus
B.A., Kenyon College; M.A., Stanford University

Glendon F. Collier 1957-1983
Professor of German and Russian, Emeritus
B.A., Franklin and Marshall College;
M.A., University of California, Berkeley

Theodore C. Daniels 1954-1987
Professor of Physics, Emeritus
B.A., Oberlin College; Ph.D., Syracuse University

Helen H. Darrah 1961-1977
Professor of Biology, Emerita
B.S., M.S., University of Pittsburgh

Harold A. Dunkelberger 1950-1983
Professor of Religion, Emeritus
B.A., Gettysburg College; B.D., Lutheran Theological
Seminary, Gettysburg; Ph.D., Columbia University;
D.D., Susquehanna University

Lewis B. Frank 1957-1986
Professor of Psychology, Emeritus
B.S., Franklin and Marshall College;
M.A., Johns Hopkins University

Edwin D. Freed 1948-1951, 1953-1986
Professor of Religion, Emeritus
B. A., Gettysburg College; B.D., Lutheran Theological
Seminary, Gettysburg; Ph.D., Harvard University

Robert H. Fryling 1947-50, 1958-87
Professor of Mathematics, Emeritus
B.A., Gettysburg College;
M.S., Ph.D., University of Pittsburgh

Charles H. Glatfelter 1949-1989
Professor of History, Emeritus
B.A., Gettysburg College;
Ph.D., Johns Hopkins University

Gertrude G. Gobbel 1968-1989
Professor of Psychology, Emerita
B.S., Pennsylvania State University;
M.S., University of Illinois;
Ph.D., Temple University

Roland E. Hansen 1973-1989
Business Manager, Emeritus
B.A., Nebraska Wesleyan University

J. Richard Haskins 1959-1988
Professor of Physics, Emeritus
B.S., University of Texas; Ph.D., Ohio State University

John T. Held 1960-1988
Professor of Education, Emeritus
B.A., Gettysburg College; M.A., Columbia University;
M.S., University of Illinois

Caroline M. Hendrickson 1959-1984
Professor of Spanish, Emerita
A.B., Wellesley College; M.A., Columbia University

Thomas J. Hendrickson 1960-1988
Professor of Physics, Emeritus
B.S., M.S., University of Michigan;
Ph.D., Iowa State University

Wade F. Hook 1967-1989
Professor of Sociology and Anthropology, Emeritus
A.B., Newberry College; B.D., Lutheran Theological
Southern Seminary; M.A., University of South
Carolina; Ph.D., Duke University

Robert T. Hulton 1957-1989
Director of Intercollegiate Athletics and
Professor of Health and Physical Education, Emeritus
B.A., Grove City College

R. Eugene Hummel 1957-1987
Coach and Professor of Health and Physical
Education, Emeritus
B.A., Gettysburg College; M.A., Columbia University

Chester E. Jarvis 1950-1980
Professor of Political Science, Emeritus
A.B., M.A., University of California, Berkeley;
Ph.D., University of Pennsylvania

Grace C. Kenney 1948-1987
Professor of Health and Physical Education, Emerita
B.S., New York University; M.A., Columbia University

Arthur L. Kurth 1962-1983
Professor of French, Emeritus
B.A., Yale College; Ph.D., Yale University

Jack S. Locher 1957-1987
Professor of English, Emeritus
M.A., University of Chicago;
Ph.D., University of Pennsylvania

Nancy C. Locher 1968-1989
Dean of Student Advisement, Emerita
B.A., Mary Baldwin College;
M.A., University of North Carolina

Rowland E. Logan 1958-1988
Professor of Biology, Emerita
A.B., University of California, Los Angeles;
M.S., Ph.D., Northwestern University

Richard T. Mara 1953-1989
Professor of Physics, Emeritus
B.A., Gettysburg College;
M.S., Ph.D., University of Michigan

Edward F. McManness 1970-1988
Director of the College Union, Emeritus
B.S., M.S., East Texas State University;
M.B.A., Mt. St. Mary's College

M. Scott Moorhead 1955-1981
Professor of Mathematics, Emeritus
B.S., M.A., Washington and Jefferson College;
Ph.D., University of Pittsburgh

Ruth E. Pavlantos 1963-1988
Professor of Classics, Emerita
B.A., College of Wooster;
M.A., Ph.D., University of Cincinnati

James D. Pickering 1954-1988
Professor of English, Emeritus
A.B., A.M., Wesleyan University;
Ph.D., Columbia University

Ingolf Qually 1956-1982
Professor of Art, Emeritus
B.A., St. Olaf College; B.F.A., M.F.A., Yale University

James H. Richards, Jr. 1974-1983
Librarian Emeritus
B.A., Wesleyan University; B.S.L.S., Columbia
University; M.A., Wesleyan University

Russell S. Rosenberger 1956-1981
Professor of Education, Emeritus
B.S., Geneva College;
M.Litt., Ed.D., University of Pittsburgh

Calvin E. Schildknecht 1959-1979
Professor of Chemistry, Emeritus
B.S., Gettysburg College;
Ph.D., Johns Hopkins University

Henry Schneider, III 1964-1981
Professor of German, Emeritus
A.B., M.A., Ph.D., Princeton University

W. Richard Schubart 1950-1981
Professor of Philosophy, Emeritus
A.B., Dartmouth College; A.M., Columbia University

Walter J. Scott 1959-1984
Professor of Physics, Emeritus
B.A., Swarthmore College; M.S., Lehigh University

Jack Douglas Shand 1954-1984
Professor of Psychology, Emeritus
B.A., Amherst College; M.A., Harvard University;
Ph.D., University of Chicago

Howard Shoemaker 1957-1985
Professor of Health and Physical Education,
Emeritus
B.A., Gettysburg College; M.A., Columbia University

James F. Slaybaugh, Jr. 1964-1989
Professor of Education, Emeritus
A.B., Roanoke College;
M.Ed., Pennsylvania State University

Charles A. Sloat 1927-1968
Professor of Chemistry, Emeritus
B.S., Gettysburg College; M.A., Haverford
College; Ph.D., Princeton University

Parker B. Wagnild 1937-1976
Professor of Music, Emeritus
B.A., St. Olaf College; B.D., Lutheran Theological
Seminary, Gettysburg; M.S.M., Union Theological
Seminary; M.A., New York University; Mus.D., Thiel
College; D.D., Gettysburg College

Janis Weaner 1957-1985
Professor of Spanish, Emerita
B.A., Mary Washington College of the University of
Virginia; M.A., New York University

Dexter N. Weikel 1962-1988
Professor of Music, Emeritus
B.S., Susquehanna University;
M.A., Pennsylvania State University; D.M.A., Peabody
Conservatory of Johns Hopkins University

Conway S. Williams 1949-1980
Professor of Economics and Business
Administration, Emeritus
A.B., Columbia University;
M.S., Columbia University School of Business

Richard K. Wood 1969-1990
Director of Academic Computing, Emeritus
B.A., Earlham College;
M.S.(2), University of Wisconsin

Waldemar Zagars 1956-1974
Professor of Economics, Emeritus
Dr. oec., University of Riga

Current Faculty

James Agard 1982-
Associate Professor of Art
B.S., The State University of New York at New Paltz;
M.F.A., Rutgers University

Randolph R. Aldinger 1989-
Assistant Professor of Physics
B.S., Arizona State University;
Ph.D., University of Texas at Austin

Marie-Jose Arey 1988-
Assistant Professor of French
B.A., M.A., University of Florida;
Ph.D., Duke University

Charlotte E. S. Armster 1984-
Associate Professor of German, Department Chairperson
B.A., Eastern Michigan University; M.A., Middlebury
College; Ph.D., Stanford University

Martha E. Arterberry 1989-
Assistant Professor of Psychology
B.A., Pomona College; Ph.D., University of Minnesota

Robert D. Barnes 1955-
Dr. Charles H. Graff Professor of Biology
B.S., Davidson College; Ph.D., Duke University;
D.Sc., Davidson College

Edward J. Baskerville 1956-
Professor of English
B.S., Lehigh University; M.A., Ph.D., Columbia University

Neil W. Beach 1960-
Associate Professor of Biology
B.S., M.S., Ph.D., University of Michigan

Gigi M. Berardi 1991-
Associate Professor of Environmental Studies
and Biology
B.A., University of California, San Diego;
M.S., Ph.D., Cornell University

Temma F. Berg 1985-
Assistant Professor of English
B.A., M.A., Ph.D., Temple University

Emelio Betances 1991-
Assistant Professor of Latin American Studies
B.A., Adelphi University; M.A., Ph.D., Rutgers - The
State University of New Jersey

Michael J. Birkner 1978-79, 1989-
Associate Professor of History
B.A., Gettysburg College;
M.A., Ph.D., University of Virginia

Gareth V. Biser¹ 1959-
Associate Professor of Health and Physical
Education, Department Chairperson
B.S., Gettysburg College; M.S., Syracuse University

Gabor S. Boritt 1981-
Robert C. Fluhrer Professor of Civil War Studies
B.A., Yankton College; M.A., University of South
Dakota; Ph.D., Boston University

Robert F. Bornstein² 1986-
Assistant Professor of Psychology
B.A., Amherst College;
Ph.D., State University of New York at Buffalo

Donald M. Borock 1974-
Associate Professor of Political Science
B.A., M.A., Ph.D., University of Cincinnati

Judith A. Brough 1989-
Associate Professor of Education,
Department Chairperson
B.S., Ed.M., Shippensburg University of
Pennsylvania; Ed.D., State University of New York at
Buffalo

Bruce W. Bugbee 1958-
Associate Professor of History
A.B., College of William and Mary;
A.M., Ph.D., University of Michigan

Ronald D. Burgess 1980-

Associate Professor of Spanish, Department Chairperson
B.A., Washburn University of Topeka;
M.A., Ph.D., University of Kansas

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GETTYSBURG COLLEGE
Office of the Provost
Calendar for 1992-93

Fall Semester

August 27-30, Thursday-Sunday
 August 31, Monday
 October 2, Friday
 October 2-4, Friday-Sunday
 October 12-13, Monday-Tuesday
 October 17, Saturday
 October 21, Wednesday
 November 13, Friday

November 24, Tuesday at 5:00 p.m.
 November 30, Monday at 8:00 a.m.
 December 11, Friday
 December 12, Saturday
 December 13-19, Sunday-Saturday

Orientation and registration
 Classes begin
 Fall Honors Day
 Fall Family Weekend
 Reading days
 Alumni Homecoming
 Mid-semester reports
 Fall Convocation (*11:00 a.m. classes cancelled*)
 Thanksgiving break begins
 Thanksgiving break ends
 Last day of classes
 Reading day
 Final examinations

Spring Semester

January 18, Monday
 January 19, Tuesday
 March 9, Tuesday
 March 10, Wednesday at 5:00 p.m.
 March 22, Monday at 8:00 a.m.

March 26, Friday

April 9, Friday
 April 24, Saturday
 May 4, Tuesday
 May 6, Thursday

May 7, Friday
 May 8-14, Saturday-Friday
 May 23, Sunday
 June 4-6, Friday-Sunday

Registration
 Classes begin
 Mid-semester reports
 Spring recess begins
 Spring recess ends (*Follow Friday schedule*)
 Spring Honors Day (*11:00 a.m. classes cancelled*)
 Good Friday (*classes cancelled*)
 Get Acquainted Day
Follow Thursday schedule
 Last day of classes (*Follow Friday schedule*)
 Reading day
 Final examinations
 Baccalaureate and Commencement
 Alumni Weekend

Statistical Summary

Students in College

1991 Full-Time Enrollment

Fall Semester

	M	W	Total
Senior	243	257	500
Junior	258	252	510
Sophomore	255	262	517
First Year	304	287	591
	1060	1058	2118

The above enrollment includes 90 students who were studying off campus.

Geographic Distribution Matriculated Students 1991

Fall Semester

	Number Of Students	Percent
Pennsylvania	584	27.5
New Jersey	474	22.3
New York	281	13.2
Connecticut	203	9.6
Maryland	186	8.8
Massachusetts	83	3.9
Virginia	56	2.6
Florida	26	1.2
Delaware	23	1.7
Other States	171	8.0
International (29 countries)	38	1.8
	2125	100.0

Student Retention

Of the students who entered Gettysburg as first year students in September 1987, 73.1% received their degree within four years; an additional 6.5% of the class continued at Gettysburg. Thirty-nine students (6.5% of the class) were required to withdraw from Gettysburg for academic or disciplinary reasons; six of these students returned and continued at Gettysburg.

Endowment Funds

Gettysburg College has benefitted over the years and continues to benefit from the income of funds contributed to the College's Endowment. Income from unrestricted endowment funds may be used for the general purpose of the College or for any special purposes; income from restricted endowment funds is used solely for the purpose specified by the donor.

The generous support of the donors listed below has been vital to the continuing success of the College.

(Unrestricted)

Allhouse Family Endowment Fund: In honor of William Craig Allhouse (1981) and Mrs. Catherine Reaser Allhouse (1924), and in memory of William Kenneth Allhouse (1925) and Richard Reaser Allhouse (1950).

Alumni Memorial Endowment Fund

Jackson Anderson (1977) and Laurene Anderson (1977)

E. W. Baker Estate

Frank D. Baker

Robert J. Barkley Estate

Charles Bender Trust

Fay S. Benedict Memorial Fund

H. Melvin Binkley Estate

H. Brua Campbell Estate

Dr. John Chelenden Fund (1928) in honor of John B. Zinn (1909)

Class of 1919 Fund

Class of 1926, 60th Reunion Fund

Class of 1971 Fund

Louise Cuthbertson: In memory of Arthur Herring, Anna Wiener Herring and Louise Cuthbertson.

Charles W. Diehl, Jr. (1929)

Harold Sheely Diehl Estate

Faculty and Staff Memorial Endowment Fund

Robert G. Fluhrer (1912)

The Ford Foundation

Walter B. Freed Estate

Owen Fries Estate

Richard V. Gardiner Memorial Fund

The Garman Fund: A perpetual family memorial.

The Gettysburg Times

Mamie Ragan Getty Fund

Frank Gilbert

Margant E. Giles

Ralph and Katherine M. Gresh

James H. Gross Estate

William D. Hartshorne Estate

George G Hatter (1911)

Adam Hazlett (1910)

J. Kermit Hereter Trust

Ralph E. Heusner Estate

Joseph H. Himes (1910)

Marion Huey

John E. Jacobsen Family Endowment Fund

Bryan E. Keller Estate

Edmund Keller Estate

Caroline C. Knox

William J. Knox (1910)

Frank H. Kramer (1914) and Mrs. Kramer

Harris Lee Estate
Ralph D. Linderman Memorial Fund
The Richard Lewis Lloyd Fund in Memory of Arthur C. Carty
Robert T. McClarin Estate
Ralph McCreary Estate
James MacFarlane Fund, Class of 1837
Dana and Elizabeth Manners Memorial
J. Clyde Markel (1900) and Caroline O. Markel
Robert T. Marks
Fred G. Masters (1904)
A.L. Mathias (1926)
John H. Mickely (1928): In memory of his brother
 William Blocher Mickely.
Alice Miller
Thomas Z. Minehart (1894)
Ruth G. Moyer Estate, Professor's Endowment Fund
Bernice Baker Musser
Helen Overmiller
Ivy L. Palmer
Joseph Parment Company
Andrew H. Phelps
C. Lawrence Rebuck
Mary Hart Rinn
Sarah Ellen Sanders
Robert and Helene Schubauer Estate
Anna D. Seaman
A. Richard Shay (1928)
Paul R. Sheffer (1918)
Herbert Shimer (1896)
Robert O. Sinclair
Albert T. Smith Memorial Fund
James Milton Smith Fund
Anna K. and Harry L. Snyder
Mary Heilman Spangler
Harvey W. Strayer
Leah Tipton Taylor Estate
Veronica K. Tollner Estate
Vera and Paul Wagner Fund
Walter G. Warner Memorial Fund (by Bergliot J. Wagner)
Leona S. & L. Ray Weaver Memorial Fund
Richard C. Wetzel
Jack Lyter Williams (1951) Memorial Fund
Alice D. Wrather
Romaine H. Yagel Trust
George L. Yocum Memorial Fund
John and Caroline Yordy Memorial Fund

(Restricted)

Conrad Christian Arensberg Memorial Fund: A fund established in 1948 by Francis Louis Arensberg in memory of his father, a Union veteran, for the purchase of Civil War books and materials.

Florence Arensberg Conservation/Restoration Fund: A fund established to restore works of art and historic objects.

Athletic Endowment: A fund established for the athletic department to be used for discretionary purposes.

The Rev. Peter C. Bell Memorial Lectureship Fund: A fund for the establishment of a lectureship on the claims of the gospel on college men.

Bickle Endowment Fund: A fund to support debating, established in 1925 to honor Dr. Philip Bickle (1866), Dean of Gettysburg College, 1889-1925.

Joseph Bittinger: Chair of Political Science.

Lydia Bittinger: Chair of History.

Joseph and Lydia Bittinger Memorial Fund: A fund established to support the needs of the history and political science departments.

Blavatt Family Lecturship: A fund to establish the Blavatt Family Lecture Series in Political Science.

Robert Bloom Fund: For Civil War Studies.

Mr. & Mrs. Thomas Citron: A fund established by Mr. & Mrs. Thomas Citron (1947) to endow insurance on a 1934 oil painting by Minna Citron.

Class of 1911 Memorial Trust Fund: A fund established in 1961, on the fiftieth anniversary of the Class of 1911, to provide income for the purchase of books for the College library.

Class of 1925 Meritorious Service Award Foundation: To provide annual alumni awards for notable service rendered Alma Mater.

Thomas Y. Cooper Endowment: A bequest to Gettysburg College in support of its libraries: (a) for acquisitions in literature and American history, as a memorial to his parents, Dr. and Mrs. Moses Cooper; and (b) for the operating budget of the library.

A. Bruce Denny Fund: A fund in memory of A. Bruce Denny (1973), contributed by fellow students to purchase library books.

Luther P. Eisenhart Fund: A fund established for the use of emeriti faculty and widows of former members of the faculty in real need of assistance.

Eisenhower Memorial Celebration Fund: A fund established by the Eisenhower Society to support an appropriate ceremony in honor of President Eisenhower on or about his birthday on October 14 every year.

Harold G. Evans Chair in Eisenhower Leadership Studies: A fund established to foster an educational program in leadership.

Clyde E. and Sarah A Gerberich Endowment Fund: A fund established to support a series of lectures dedicated to the memory of Dr. Robert Fortenbaugh (1913). This fund is also supported by a matching gift from the Hewlett Foundation to support the Robert Fortenbaugh Memorial Lecture.

Gettysburg Review Fund: A fund established to provide annual support for the *Gettysburg Review*.

Russell P. Getz Memorial Fund: A fund established for the support of the music department.

Jean Landefeld Hanson Fund: A fund established in 1971 by family and friends of the late wife of former President C. Arnold Hanson, the income to be assigned to purposes related to the Chapel program determined by the Chaplain and the President of the College.

The John A. Hauser Executive-in-Residence Fund: A fund established by the family and friends of John A. Hauser and Gettysburg College, the income of which shall be used to support a business or governmental executive-in-residence for a limited period of time on an annual basis.

The Harry D. Holloway Memorial Fund: A fund to be used for purposes of keeping alive on the campus of Gettysburg College the Spirit of Abraham Lincoln.

Karl F. Irvin Trust Fund: A fund established from the corpus of this trust and treated as restricted endowment, paying the income to the Annual Fund in Mr. Irvin's name.

William R. Kenan, Jr. Endowment Fund for Teaching Excellence: A fund established to support high quality and effective teaching.

Dr. and Mrs. Frank Kramer Oriental Art Fund: A fund to support and advance the study of East Asian art and related topics.

MNC Management Curriculum: A fund by the Maryland National Foundation to provide financial support for the Management Program.

Mansdorfer Chair in Chemistry: An endowed chair which provides funds for faculty salaries, research needs, payment for research assistants, and travel for conferences.

Dr. Amos S. and Barbara K. Musselman Art Endowment Fund: A fund to support and advance knowledge and appreciation of art at Gettysburg College.

Dr Amos S. and Barbara K. Musselman Chemistry Endowment Fund: A fund to support the chemistry program. The funds will be used primarily for the purchase of laboratory equipment and supplies.

Musselman Endowment For Music Workshop: A fund contributed by the Musselman Foundation to support workshops in music performance and seminars in music education.

Musselman Endowment For Theatre Arts: A fund contributed by the Musselman Foundation to support visits to the campus by individuals with expertise in the technical aspects of the theatre.

NEH Distinguished Teaching Professorship in the Humanities / Ed and Cindy Johnson: A fund established to provide salary enhancements, travel, library purchases, clerical support, and faculty replacement salaries for various instructional departments.

Musselman Endowment for Visiting Scientists: A fund contributed by the Musselman Foundation to support visits by scientists to the College.

NEH Fluhrer-Civil War Chair: Contributed by the National Endowment for the Humanities and the Robert Fluhrer estate to establish a Civil War Chair in the history department.

NEH Fund for Faculty and Curriculum Development in the Humanities: A fund established by a Challenge Grant from the National Endowment for the Humanities to promote high quality work in the humanities through faculty and curriculum development activity of particular merit. This fund is part of the larger Institutional Fund for Self-Renewal.

NEH Senior Scholars' Seminar: A fund established to support the Senior Scholars' Seminar from the National Endowment for the Humanities.

One in a Mission Program Fund: An appeal throughout the Central Pennsylvania Synod to provide additional endowment funds to enhance the church-related mission of the College.

Edred J. and Ruth Pennell Trust Foundation: A fund to be used to purchase new materials in the fields of political science, management, and economics.

Political Science Research/Development: A fund established by Elmer Plischke to assist faculty in the political science department in research activities.

Paul H. Rhoads Teaching and Professional Development Fund: A fund established by Paul H. Rhoads, Gettysburg College, and others, the income from which provides named awards to support scholarly research, professional development, or the improvement of undergraduate instruction by Gettysburg College faculty.

Norman F. Richardson Memorial Lectureship Fund: A fund which will support each year an event which stimulates reflection on interdisciplinary studies, world civilization, the philosophy of religion, values, and culture.

Henry M. Scharf Lecture Fund: A fund contributed by Dr. F. William Sunderman (1919) in memory of Henry M. Scharf, (1925), to establish a lectureship on current affairs.

Louis and Claudia Schatanoff Library Fund: A fund used for the purpose of purchasing books and other publications for the chemistry library at Gettysburg College.

James A. Singmaster (1898) Fund for Chemistry: A fund established in 1967 by Mrs. James A. Singmaster in memory of her husband for the purchase of library materials in chemistry, or in areas related thereto.

Dr. Kenneth L. Smoke Memorial Trust Fund: A fund created in 1971 to honor the man who in 1946 established the department of psychology at Gettysburg College and served as its chairman until his death in 1970. The annual income is used in part by the College library to purchase library resources in the field of psychology and in part by the psychology department for special departmental needs.

Stoever Alcove Fund: A fund established by Laura M. Stoever for the support of the library.

J. H. W. Stuckenberg Memorial Lectureship A bequest from Mary G. Stuckenberg in memory of her husband to sponsor lectures in the general area of social ethics.

The Sunderman Chamber Music Foundation of Gettysburg College: A fund established by F. William Sunderman 1919 to stimulate and further the interest in chamber music at Gettysburg College through the sponsorship of chamber music concerts.

Waltemyer Seminar Room Fund: A fund established by Carroll W. Royston (1934) and the family and friends of Dr. William C. Waltemyer (1913), former head of the Bible department at the College, to provide furnishings for and to maintain the library in a seminar room in his memory.

Stephen Henry Warner '68 Memorial Fund: A two-part fund, including (1) contributions to Gettysburg College in memory of Mr. Warner, the income to be used to maintain and support the Warner Collection on Vietnam, as well as to purchase new books for the library; (2) a bequest established by Stephen H. Warner for library acquisitions in Asian studies, and for use as seed money for projects encouraging exciting, challenging, and fresh ideas.

Donald K. Weiser Book Acquisition Fund: A fund established in honor of Donald K. Weiser (1924) for the purchase of library books in the field of insurance, management, and business administration.

Woman's League Fund for Upkeep and Repair of the YMCA Building (Weidensall Hall): An endowment bequest of Louisa Paulus.

Dr. and Mrs. Jeremiah Zimmerman Fund: A fund established in 1931 by Dr. Jeremiah Zimmerman (1873), from a bequest of Mrs. Zimmerman, who died in 1930, to create an endowment in support of the annual operating budget of the library.

John B. Zinn Memorial Fund in Admissions: A fund established in honor of John B. Zinn by friends and former students to support admissions efforts in fields associated with the healing arts.

John B. Zinn President Discretionary Institutional and Faculty Institutional Development Fund: A fund established to provide support for research and professional development by Gettysburg College faculty and staff; to support new or experimental academic programs and also to support professional development and research for professors in fields associated with the healing arts.

SPRING 1990

Gettysburg

The Gettysburg Review



A quarterly journal with a strong national following, *The Gettysburg Review* is published by Gettysburg College. Among its advisory and contributing editors are author and humorist Garrison Keillor; poets Richard Wilbur, Donald Hall, and Rita Dove; and novelist Ann Beattie. *The Gettysburg Review* received the awards for "Best New Journal" and "Best Journal Design" from the Council of Editors of Learned Journals in 1988. Students serve the journal in a number of ways through internships, work-study, and volunteerism.



GETTYSBURG

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Advisers and Coordinators of Special Programs at Gettysburg College*

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Affirmative Action/Title IX

Coordinator/Sexual Harassment Officer

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G. Ronald Couchman, *Registrar*

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Coordinator of Access Policies

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*See also section Listing for Correspondence on next page.

Listing for Correspondence*

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*See also section Advisers and Coordinators of Special Programs at Gettysburg College on the prior page.

Gettysburg College does not engage in illegal discrimination in its programs, activities, and policies against students, prospective students, employees, or prospective employees, on account of race, color, religion, ethnic or national origin, age, personal disability, or sex. Such policy is in compliance with the requirements of Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Rehabilitation Act of 1973, and all other applicable federal, state, and local statutes, ordinances, and regulations. Inquiries concerning

the application of any of these laws may be directed to the Affirmative Action Officer at the College or to the Director of the Office for Civil Rights, Department of Education, Washington, D.C. for laws, such as Title IX of the Education Amendments of 1972 and the Rehabilitation Act of 1973, administered by that department.

Gettysburg College is accredited by the Middle States Association of Colleges and Secondary Schools.



Entered as Second Class Matter at the
Post Office at Gettysburg, Pennsylvania
17325
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College

Gettysburg

Pennsylvania

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Chartered in 1832 for the express purpose of exerting "a salutary influence in advancing the cause of liberal education," Gettysburg College is a community committed to the discovery, exploration, and evaluation of the ideas and actions of humanity and to the creative extension of that heritage.

Gettysburg College cherishes its place in history as the oldest existing college affiliated with the Lutheran Church in America and intends to continue that church relatedness. By intent also, Gettysburg College is nonsectarian in its instruction and strives to serve students of all faiths.

To meet its commitment, Gettysburg College seeks foremost to establish and maintain an environment of inquiry, integrity, and mutual respect. In this setting, the College creates opportunities for students to learn specific intellectual skills and to strive for breadth of understanding. A rigorous program of undergraduate learning in the arts and sciences is complemented by student and religious life programs designed to challenge and enrich the academic experience.

Gettysburg College considers its purpose fulfilled if its students grow as critically informed, humane, and creative individuals and continue to grow in these qualities after they have left Gettysburg.

The Academic Program

At the heart of Gettysburg College is the academic program which stresses logical, critical thinking and clear writing and speaking.

Through a curriculum that derives its coherence from the traditions of liberal education, faculty introduce students to the assumptions and methods of a representative variety of academic disciplines in the sciences, the social sciences, and the humanities. Students are encouraged not only to specialize but also to broaden their understanding of the past and present intellectual, social, and cultural contexts within which knowledge lives. The academic program is designed to provide more than skills and intellectual perspective; it places these in a context of humane values such as open mindedness, personal responsibility, and mutual respect.

The Gettysburg faculty is dedicated to the goals of liberal learning, committed to professional development that serves and exemplifies those goals, responsible for periodic review of the curriculum, and eager to teach and learn with students in an open and trusting exchange.

Gettysburg's academic program can reach its full potential only if our students continue to have the ability and the inclination to profit from an intense liberal arts experience.

The academic environment is further enriched when such students come from many socioeconomic and ethnic backgrounds.

With a coherent curriculum, an able and dedicated faculty, and students committed to learning, the academic program seeks to free students from narrowness and provincialism and to free them for the joys and benefits of conscious intellectual strength and creativity. Gettysburg wants its students to learn a wise skepticism and a sense of human fallibility, to acquire new interests and orientations through liberating experiences of change and growth, and to learn to use the skills, knowledge, and values of a liberal education in an unending but satisfying search for wisdom and fullness of life.

The College Life Program

Students entering college are interested in discovering who they are. Because students often face critical decisions about personal values, occupational choices, and role identities during their college years, the college life program seeks to provide opportunities for resolution of these important matters. To assist students in weighing available options and making decisions, the college life program offers, for example, psychological and career counseling

and informal seminars on a variety of topics. Personal contact with Gettysburg's faculty and administration provides the attentive student with a wide range of role models to contemplate. Gettysburg's annual lecture series further expands students' horizons.

The College also reveals its commitment to the total development of its students by encouraging them to play an important role in establishing and enforcing the conditions of campus life. Students supervise the academic Honor Code; students participate on certain trustee, faculty, and College planning and policy-making committees; and students fund and control many student activities.

To supplement what students learn through living on campus and participating in student development programs, the College provides a full and varied extracurricular program. This program encourages students to develop leadership skills by working in student government; to deepen their appreciation for the arts by participating in concerts, dramatic productions, and other performances; to sharpen their writing and speaking skills by contributing to College publications or broadcasts; and to enjoy the mental and physical self-discipline required by competition in intercollegiate, intramural, and recreational athletics.

The Religious Life Program

Gettysburg College works in partnership with five of the Synods in Region 8 of the Evangelical Lutheran Church in America. These relationships and, more specifically, the campus religious life program, nurture intellectual values and give opportunities for the examination of spiritual and moral values, and for commitments by those who choose to make them.

The religious life program of the College is designed to meet the needs of this religiously heterogeneous community to worship, to study, and to serve. Chaplains, although they are employed by the College and report directly to the President, are called to this service by the Synods of the Church. They assume primary responsibility for corporate worship, counsel students and other campus personnel, help students and faculty plan programs to explore theological issues and to reach out to those in need, facilitate the work of local churches and denomination groups on the campus, and speak prophetically to issues of human justice when College values and College practice seem to diverge.

Gettysburg College best serves the Church through its performance as a superior educational institution in which the Church's commitments and practices may be tested.

Summary

Through its academic program, its college life program, and its religious life program, then, Gettysburg College provides for the development of the young adult as a whole person—intellectually, socially, emotionally, physically, and spiritually.

Approved by the Gettysburg College

faculty: October 8, 1981

Approved by the Gettysburg College

Board of Trustees: December 5, 1981



Gettysburg College: A Heritage of Excellence

Gettysburg College was chartered in 1832 during a time in early nineteenth-century America when many of the nation's strongest liberal arts colleges were founded. Gettysburg's mission, as expressed in its original charter, has remained unchanged during the more than 150 years of its history. Today, as then, the College remains firmly committed to the principle of serving the cause of liberal education and changing times by providing a community of learning committed to discovery, exploration, evaluation of ideas and actions of humanity, and to the creative extension of that developing heritage. At Gettysburg, you will find an environment that encourages both academic and personal growth, a highly qualified and dedicated faculty, and a diversified curriculum that offers challenge, opportunity, and excitement.

All of the roads leading to Gettysburg College, in the historic town of Gettysburg, Pennsylvania, cross the site of the famous Civil War Battle of Gettysburg. During those three hot July days, fighting occurred on the fields and ridges within sight of the College campus. At that time, Pennsylvania Hall (now the College administration building and listed in the National Register of Historic Places) served as a hospital for both Union and Confederate soldiers. It was from this building that Gettysburg students marched to hear Abraham Lincoln give his immortal address on November 19, 1863.

Today, Gettysburg College borders a 3,865-acre National Park and lies three blocks from the center of town. Because of its historic significance, beautiful countryside, and easy access from nearby cities, the town of Gettysburg welcomes over one-and-a-half million visitors annually from all over the world. Consequently, it offers numerous attractions, shops, restaurants, and lodging facilities that one would not expect to find in a small town—even a college town.

The College, like the town of which it is a part, has grown since its Civil War days. It now has a 200-acre campus with over 60 buildings and seeks to limit its enrollment to approximately 1,900 students.



Gettysburg College has always believed that a liberal arts education liberates the minds of students so that they can better respond to the challenges of a contemporary society. Therefore, the goals of the educational program at Gettysburg are to develop your capacity to think logically and use language clearly, to give you a rigorous introduction to the assumptions and the methods of a representative variety of academic disciplines, and to acquaint you with the range and diversity of human customs, pursuits, ideas, values, and longings.

Although all courses at Gettysburg are designed to achieve these goals, the First Year Colloquy in liberal learning lays the foundation within the curriculum. This is a course that strengthens reasoning, writing, and speaking skills in a small class setting while introducing all first year students to a major issue in the liberal arts.

Ultimately, this type of education is the most practical of all because it teaches you how to approach and solve problems critically and creatively. Gettysburg believes that such an education will foster a high sensitivity to moral and spiritual values, along with a quest for knowledge which will continue after graduation.

A well-rounded academic curriculum has many facets: the humanities, the social sciences, the fine arts, the sciences. As the world around us becomes more technologically advanced, we must prepare our students to deal with those changes by providing the proper tools and training. At Gettysburg, we recognize the need for academic diversity, and thus, computing has become a part of a student's everyday life. Computers are utilized across the disciplines for a variety of tasks including word processing, statistical analysis, graphics, and electronic mail.

Although training for specific jobs is not seen as a primary function of



a liberal arts education, Gettysburg does not ignore your appropriate concern about careers. The College offers a comprehensive career services program, teacher preparation and certification, advisory services for prelaw and premedical students, internship opportunities, and concentration in a major field as preparation either for graduate or professional schools, or for work in a variety of professions including research, business, industry, government, social services, and education.

The academic programs at Gettysburg provide you with a broad range of intellectual experiences and the individual attention you need to make the best use of those experiences. One of the advantages of an education at Gettysburg is the availability of small classes, especially in more advanced courses. A student/faculty ratio of 12:1 and an average class size of 20-25 students help to assure close relationships between you and your professors.

You may select a major field of study from any one of 26 academic areas: art, biochemistry and molecular biology, biology, chemistry, classical studies, computer science, economics, English, French, German, Greek, health and physical education, history, Latin, management, mathematics, music, music education, philosophy, physics, political science, psychology, religion, sociology and anthropology, Spanish, and theatre arts. Area studies programs are available in African-American Studies, American Studies, Asian Studies, Environmental Studies, Latin-American Studies, Medieval and Renaissance Studies, Global Studies, and Women's Studies.

Gettysburg lets you take much of the responsibility for selecting an academic program that meets your needs and interests. If you want to concentrate your academic program on a particular area of emphasis which involves courses in several different departments, you

may design your own major. A special major can cover broad areas such as international studies, or it can focus on a specific topic such as community planning and administration. Double majors and minors are also available.

The College's distribution requirements ensure your acquaintance with several broad areas of study. After you select a major, ample opportunity is provided for electives in fields of your choice.

You will have a faculty adviser to assist you in planning your academic program. Academic counseling is available, as is counseling for nonacademic personal matters. Gettysburg wants you to succeed, and the faculty and staff are dedicated to that principle.

Through membership in the Central Pennsylvania Consortium (with Dickinson and Franklin & Marshall Colleges) and through other off-campus and cooperative or dual-degree programs, Gettysburg offers you academic opportunities beyond its campus. Off-campus programs include the following: Washington Semester programs with American University in government and politics, economic policy, foreign policy, peace and conflict resolution, public administration, justice, urban studies, journalism, art and architecture, arts and humanities; the Lutheran College Washington

Semester; the United Nations Semester; and cooperative programs in marine biology with Duke University Marine Laboratory and the Bermuda Biological Station. Many students study internationally under our study abroad program; an extensive variety of affiliated and non-affiliated programs is available.

Gettysburg has dual-degree programs in engineering with Columbia University, Rensselaer Polytechnic Institute and Washington University in St. Louis; in nursing with Johns Hopkins University; in optometry with the Pennsylvania College of Optometry, and in forestry and environmental studies with Duke University.



Under all of these programs a student begins her or his college career at Gettysburg and completes it at the cooperating university, earning degrees from both institutions. In addition, an early acceptance program leading to a Master's degree in Physical Therapy from Hahnemann University is available.

Gettysburg offers all of the courses necessary for you to enter the medical, dental, veterinary medicine or law school of your choice. Special advisers are available to assist you in planning your curriculum and in applying to the appropriate professional schools.

Preparation for a career in teaching is offered through the teacher education program. You can become certified to teach in elementary education, music education, or in one of twelve different secondary education fields.

Outstanding professors are the very heart of Gettysburg's educational vision—a vision based on a firm commitment to individualized instruction which teaches values as well as communicates information. Through this type of educational program, Gettysburg is committed to broadly educating leaders who can make substantial contributions to their disciplines and to society.

Close intellectual relationships between faculty and students have

long been a Gettysburg hallmark. Student/faculty interaction in small classes and on collaborative research projects provides Gettysburg students with an opportunity to enhance their intellectual, communication, and leadership skills.

Gettysburg faculty members are well prepared to inspire achievement, for they themselves have established exceptional records of personal and professional accomplishment. Over 95% hold the doctoral degree or the terminal degree, and many publish books and articles in scholarly journals. These scholarly activities assure that faculty members keep up with and contribute to the latest developments in their fields.

Gettysburg's 200-acre campus provides excellent facilities for all aspects of college life. The center of the academic facilities is the Musselman Library/Learning Resources Center.

Total library collections include approximately 330,000 volumes, 23,000 microforms, 36,000 government publications, 12,000 records, and subscriptions to nearly 2,000 journals. Musselman Library has an automated library catalogue which is accessible through a dozen public access computer terminals in the library and any workstation connected to the campus computer network.

Today, a college needs more than an excellent library; new instructional techniques must also be available. Gettysburg's computer center currently manages four 100+ mips multiprocessor Sun servers (including one transputer equipped Sun for parallel processing work), two VAX/VMS computers, a microvax II, a VAX 11/750, a micro environment of over 620 IBM, Zenith, and Apple microcomputers,



75 NeXT and Sun workstations, and a campus-wide fiber optic backbone connecting academic buildings, administrative offices and residence halls. In addition, the College is connected to PREPnet which in turn provides full access to NREN, Internet and BITnet. This wide area network allows the sharing of vast amounts of data, and collaboration between students, faculty, and others at different institutions around the world.

Students have access to a modern language laboratory, a theatre laboratory studio, an optics laboratory, a greenhouse, a plasma physics laboratory, an observatory with a 16-inch telescope, a planetarium, an RCA EMU4 transmission electron microscope (TEM), a JEOL TS20 scanning electron microscope (SEM), a Fourier Nuclear Magnetic Resonance Spectrometer, and a Fourier Transform Infrared Spectrometer. Hands-on use of all equipment is encouraged.

Eighteen residence halls (including special interest houses), and eleven fraternity houses provide you with many housing choices. Over 85% of the students live in College residences or fraternity houses. The College dining hall—the Camalier Center—provides meals on either a contract or occasional basis. The recently renovated College Union Building with its many features—including an Olympic-size swimming pool—is the center for student life.



Other recreational and athletic facilities include a student activities center, two gymnasiums, a fieldhouse, a stadium with a football field and quarter-mile all-weather track, a physical fitness trail, and eight additional outdoor athletic fields. Both indoor and outdoor tennis courts are available.

The health center is both a treatment and a resource center, offering you immediate care and educational services to help you make wise choices about your health. It is staffed by professional counselors, nurse practitioners, registered nurses, and family practice physicians.

Gettysburg provides extensive facilities for the fine and performing arts. Brua Hall accommodates a 250-seat playhouse with a thrust stage and state-of-the-art sound and lighting, and a laboratory theatre/classroom featuring TV recording and monitoring equipment. Schmucker Hall houses the art and music departments, and contains studios, extensive gallery space, a sculpting studio, classrooms, and practice rooms, as well as an impressive 200-seat recital hall.

A full and diverse program of cultural, extracurricular, and religious activities is provided to enrich your personal and academic growth as well as to provide enjoyment and relaxation.

Responsibility and leadership is encouraged through student participation in a number of committees, clubs, and other organizations. Because Gettysburg is a residential college, the Student Life Council is particularly important: students play a vital role in the work of this council, which reviews the College's policies for residential life and student conduct. An elected Student Senate is the main organization of student government. Students also play an important role in the Honor Commission, which administers the academic Honor Code, and the Student Conduct Review Board, which handles disciplinary cases within the student body.



Concerts, plays, and lectures occur daily. Student performing groups include the Gettysburg College Choir; the Chapel Choir; the College Marching, Symphonic, and Jazz Bands; the Gettysburg College/Community Chamber Orchestra; various ensembles; the Owl and Nightingale Players (which presents three major theatrical productions each year); the Laboratory Theatre (which performs a dozen one-act plays); and Otherstage (which offers a variety of short theatre pieces). The College Union Building (CUB) is the center of student activities on

campus; many events such as concerts, lectures, films, and dances are held in the ballroom of the CUB. Also in the CUB is a nightclub and a snack bar that serve as informal meeting places for the campus.

Social events are also provided by fraternities and sororities. Gettysburg has eleven fraternities and five sororities, all of which are nationally affiliated.

Gettysburg College offers many departmental, professional and honorary societies. There are honorary fraternities or clubs for students in sixteen different academic areas. Gettysburg has a chapter of Phi Beta Kappa, the national academic honorary fraternity.

To keep you informed about happenings on campus, there is the student newspaper, *The Gettysburgian*; the student-operated FM radio station, WZBT; a monthly events calendar, and a weekly announcement bulletin, *This Week at Gettysburg*. The newspaper and radio station offer opportunities to learn about all aspects of journalism and radio broadcasting. Other Gettysburg student publications include *The Spectrum* (the College yearbook), and *The Mercury*, a journal of student poems, short stories, photographs, and art work.



At Gettysburg, all students can participate in a supervised sport. Depending upon your athletic ability, you may choose to play on one of the 22 varsity teams, or to be part of an extensive campus recreation program. At the Division III intercollegiate level, the College is a member of the Centennial Conference, and enjoys well-balanced athletic rivalries with other conference teams.

The intercollegiate program for men includes football, soccer, basketball, swimming, wrestling, lacrosse, tennis, cross country, baseball, and track and field. The intercollegiate program for women includes field hockey, volleyball,

cross country, basketball, soccer, swimming, lacrosse, softball, track and field, and tennis. The golf and cheerleading teams are open to both men and women.

The campus recreation program offers a large number of activities for the entire campus community. These activities include club rugby, club ice hockey, aerobitone, water polo, club volleyball, a cycling club, karate, weight lifting, and a wide variety of intramural teams and other activities.

Student Life at Gettysburg is lively and diverse. There is one simple goal for all of the organized activities on campus—to enhance the full range of your liberal arts education.

After you take advantage of all that Gettysburg has to offer, you may wish to pursue further graduate study or enter your career field immediately. The career services office is available to provide you with counseling, information, and the practical skills necessary for setting and achieving your future occupational goals. This office sponsors an organized alumni networking program, maintains an extensive library that includes vocational and graduate school information, sponsors job and career fairs with other colleges, offers workshops on resume writing and effective interviewing, and hosts on-campus employment interviews with various companies. Its broad range of services can help you set and achieve the career goals that suit your particular skills, values, and aspirations.



Admission to Gettysburg is highly competitive. It is based upon high academic achievement in a strong college preparatory program, SAT or ACT results, and personal qualities. The College welcomes applications from students of differing ethnic, religious, racial, and economic backgrounds, and of differing geographic settings. If Gettysburg is your first choice, you are encouraged to apply for Early Decision admission. Applications for Early Decision will be considered between November 15 and February 1 of the senior year with notification of acceptance between December 15 and February 15. Applications for Regular Decision admission are due no later than February 15 of your senior year. Offers of acceptance are usually sent early in April. The College complies with the candidates' reply date of May 1 for those students accepted under Regular Decision admission.

Total expenses covering comprehensive academic fee, room, board, and books and supplies are estimated at \$23,460 for the 1993-94 academic year. Additional costs include personal expenses such as laundry and clothing, transportation, etc. A generous program of financial aid is available for students who are unable to

finance their entire education from family and/or personal resources. Monthly payment plans are available to all students.

We understand how important your college choice is to you, and we want you to make a wise decision. For that reason, we invite you to visit Gettysburg as part of your college selection process. An interview and a campus tour is strongly recommended.

You can arrange an interview and a campus tour by calling the admissions office at (717) 337-6100 or 1-800-431-0803. During the academic year, the admissions office is open from 9:00 to 5:00 on weekdays and from 9:00 to 12:00 on Saturdays; summer hours are between 8:00 and 4:30 weekdays.



We look forward to welcoming you to Gettysburg College.

Two-Minute Look at Gettysburg

Type of College: Four-year, coeducational college of liberal arts and sciences founded in 1832.

Enrollment: About 1,900 students (approximately one-half are men and one-half are women), representing nearly 40 states and 25 foreign countries.

Location: The College is adjacent to the Gettysburg National Park. Gettysburg, Pennsylvania is 36 miles from Harrisburg, 55 miles from Baltimore, 80 miles from Washington, D.C., 117 miles from Philadelphia, and 212 miles from New York City. The Gettysburg College van service to and from area transportation centers and area cities is available.

Campus: 200 acres with over 60 buildings. Beautiful campus with exceptional facilities.

Library: Musselman Library with total collections of approximately 330,000 volumes, 23,000 microforms, 36,000 government publications, 12,000 recordings, and subscriptions to nearly 2,000 journals. The library seats 800 students, and contains a media theater, a graphics center, a language laboratory, and an automated library catalogue accessible through computer terminals in the library or through any microcomputer connected to the campus network.

Academic Information:

Student/faculty ratio of 12:1 with an average class size of 20-25 students. 151 full-time faculty with over 95% of the permanent faculty having a doctorate or the highest earned degree in their fields. One of only 19 chapters of Phi Beta Kappa in Pennsylvania. Honorary or professional societies in 16 academic areas. Academic Honor Code in effect since 1957.

Academic Calendar: Semester.

Degree Programs: Bachelor of arts, bachelor of science in music education, bachelor of arts or bachelor of science in biochemistry and molecular biology, biology, chemistry, applied mathematics, and physics.

Majors: Art, biochemistry and molecular biology, biology, chemistry, classical studies,



computer science, economics, English, French, German, Greek, health and physical education, history, Latin, management, mathematics, music, music education, philosophy, physics, political science, psychology, religion, sociology and anthropology, Spanish, and theatre arts. Double majors, special majors, and minors are available.

Area Studies Programs: African-American Studies, American Studies, Asian Studies, Environmental Studies, Latin-American Studies, Medieval and

Renaissance Studies, Global Studies, and Women's Studies.

Special Programs: Extensive study abroad programs; internships; Washington Semester (government and politics, economic policy, ethical issues and public affairs, foreign policy, public administration, justice, urban studies, journalism, art and architecture, arts and humanities); United Nations Semester; dual-degree programs in engineering, nursing, optometry, or forestry and environmental studies; cooperative program in marine biology;



certification in elementary and secondary education; premedical and prelaw counseling. Cooperative college consortium with Dickinson and Franklin & Marshall Colleges.

Exceptional Facilities: State-of-the-art science facilities including two electron microscopes (transmission and scanning units), Fourier Transform Infrared and NMR Spectrometers, an optics laboratory, greenhouse, planetarium, observatory, and a plasma physics laboratory; extensive facilities for fine arts, music, and drama; writing center; a comprehensive physical education complex; a career services office; College Union Building, a student activities center; and a center for public service.

Computing Environment: Extensive computing facilities include four 100+ mips multiprocessor Sun servers, including one transputer equipped Sun for parallel processing work; two VAX/VMS computers, a microvax II and a VAX 11/750; over 28 gigabytes of memory; a microenvironment of over 620 IBM, Zenith, and Apple microcomputers; 75 advanced NeXT and Sun workstations; a wide area network connection to PREPnet which in turn provides full

access to NREN, Internet, BITnet, and the Pittsburgh Super Computer Center.

Cultural Activities: Nearly 1,200 cultural events within a four-year period. Full schedule of lectures, concerts, and plays, bringing to campus nationally known speakers and performers; an extensive film series; art exhibits; trips to nearby Washington, D.C. and Baltimore to events of special interest.

Social Life: Student Activities Council (SAC) which sponsors a lively and diverse schedule of social and cultural events; eleven fraternities and five sororities, all nationally affiliated.

Student Activities: Student-operated FM radio station; yearbook; newspaper; literary magazine; full range of musical groups including two choirs, marching, symphonic and jazz bands, a college/community orchestra, and numerous ensembles; black student union; international student club; theatre groups; special interest groups; over 60 clubs and community service organizations; over 600 leadership positions.

Athletics: All intercollegiate sports played at the Division III level within the Centennial Conference. Extensive intercollegiate programs with ten sports for men, ten sports for women, and two coeducational sports. The campus recreation office provides a wide array of intramural activities to satisfy various interests and levels of skill.

Student Services: Faculty advisers, academic and personal counseling, tutorial services, career counseling, financial aid counseling, health center.

Residence Halls: Over 85% of the student body lives on campus in eighteen residence halls, including special interest houses and apartment complexes.

Religious Life: Lutheran related. Programs for students of all faiths coordinated through the College Chapel, including a Newman Association and a Hillel.

Student Government: Students assume the major role in planning student activities and in enforcing rules of responsible citizenship through the Student Senate, Student Life Council, Student Judiciary Review Board, Student Activities Council, and the Honor Commission.

School Colors: Orange and blue.



Academic Purposes of Gettysburg College

The faculty of Gettysburg College has adopted the following statement of the College's academic purposes.

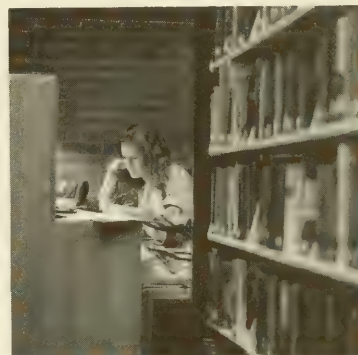
Gettysburg College believes that liberal education liberates the human mind from many of the constraints and limitations of its finiteness. In order to accomplish its liberating function, Gettysburg College believes that it owes its students a coherent curriculum that emphasizes the following elements:

1. Logical, precise thinking and clear use of language, both spoken and written. These inseparable abilities are essential to all the liberal arts. They are not only the practical skills on which liberal education depends but also, in their fullest possible development, the liberating goals toward which liberal education is directed.

2. Broad, diverse subject matter. The curriculum of the liberal arts college should acquaint students with the range and diversity of human customs, pursuits, ideas, values, and longings. This broad range of subject matter must be carefully planned to include emphasis on those landmarks of human achievement which have shaped the intellectual life of the present.

3. Rigorous introduction to the assumptions and methods of a representative variety of the academic disciplines in the sciences, the social sciences, and the humanities. The curriculum must encourage students to recognize that the disciplines are traditions of systematic inquiry, each not only addressing itself to a particular area of subject matter but also embodying an explicit set of assumptions about the world and employing particular methods of investigation. Students should recognize that the disciplines are best seen as sets of carefully constructed questions, continually interacting with each other, rather than as stable bodies of truth. The questions that most preoccupy academic disciplines involve interpretation and evaluation more often than fact. Students should learn that interpretation and evaluation are different from willful and arbitrary opinion while at the same time recognizing that interpretations and evaluations of the same body of facts may differ drastically given different assumptions, methods, and purposes for inquiry. Human thought is not often capable of reaching universal certitude.

This necessary emphasis of the College's curriculum is liberating in that it frees students from narrow provincialism and allows them to experience the joys and benefits of conscious intellectual strength and creativity.



Liberal education should free students from gross and unsophisticated blunders of thought. Once exposed to the diversity of reality and the complexity and arduousness of disciplined modes of inquiry, students will be less likely than before to engage in rash generalization, dogmatic assertion, and intolerant condemnation of the strange, the new, and the foreign. Students will tend to have a sense of human limitations, for no human mind can be a match for the world's immensity. Promoters of universal panaceas will be suspected as the gap between human professions and human performance becomes apparent. Students will tend less than before to enshrine the values and customs of their own day as necessarily the finest fruits of human progress or to lament the failings of their time as the world's most intolerable evils.

But wise skepticism and a sense of human fallibility are not the only liberating effects of the liberal arts. With effort and, in all likelihood, some pain, students master difficult skills and broad areas of knowledge. They acquire, perhaps with unexpected joy, new interests and orientations. In short, they experience change and growth. Perhaps this experience is the most basic way the liberal arts liberate: through providing the experience of change and growth, they prepare students for lives of effective management of new situations and demands.

The liberal arts provide a basis for creative work. Creativity is rarely if ever the work of a mind unfamiliar with past achievements. Rather creativity is almost always the reformulation of, or conscious addition to, past achievement with which the creative mind is profoundly familiar. By encouraging students to become responsibly and articulately concerned with existing human achievement and existing means for extending and deepening human awareness, Gettysburg College believes that it is best to ensue the persistence of creativity.



The intellectual liberation made possible through liberal education, though immensely desirable, does not in itself guarantee the development of humane values and is therefore not the final purpose of liberal education. If permitted to become an end in itself, it may indeed become destructive. A major responsibility of those committed to liberal education, therefore, is to help students appreciate our common humanity in terms of such positive values as

open-mindedness, personal responsibility, mutual respect, empathic understanding, aesthetic sensibility, and playfulness. Through the expanding and diverse intellectual activities offered in liberal education, students may develop greater freedom of choice among attitudes based on a fuller appreciation of our common humanity, and based on clearer recognition of our immersion in a vast, enigmatic enterprise.

The faith of the founders of Gettysburg College expressed in the charter supports the foregoing statement of academic purposes. The open search to know, tempered by humane reflection, complements our religious heritage. Together, we hope to add useful initiative toward the creation of a world in which diversity is more challenging and interesting than it is fear-producing; a world in which one may hear the sad truths reported by cynics while hearing, too, tales of quiet courage, of grace, of beauty, of joy. Then the response to the inevitably dissonant experiences of living may be wiser as a function of liberal education. Of course, the development of wisdom remains an elusive aim. It involves realms of experience that go beyond the academic, and a time span that encompasses a lifetime. Nevertheless, liberal education can be profoundly useful in the search for the fullness of life.



The Honor Code

A liberal arts program has as a basic premise the ideal of academic integrity. Gettysburg students live and work in a college community which emphasizes their responsibility for helping to determine and enforce appropriately high standards of academic conduct.

An academic honor system was instituted at Gettysburg College in 1957 and was strongly reaffirmed in 1976 and 1991. It is based upon the belief that undergraduates are mature enough to act honorably in academic matters without faculty surveillance and that they should be encouraged to conduct themselves accordingly. At the same time the College clearly recognizes the obligation placed upon each student to assist in maintaining the atmosphere required for an honor system to succeed.

The Honor Pledge, reaffirmed on all academic work submitted, states that the student has neither given nor received unauthorized aid and that he or she has witnessed no such violation. The preservation of the atmosphere of independence permitted by the Honor Code is the responsibility of the community as a whole. Students must comply with the Honor Code both in presenting their own work and in reporting violations by others. No student may enroll at Gettysburg College without first having signed the Pledge. A person who would sign the Pledge with reservation should not apply for admission.

Alleged violations of the Honor Code are handled by an honor commission elected by the students. Decisions of the commission may be appealed to a student-faculty-administrative board of review.

Curriculum

The major goals of the curriculum are set out in the "academic program" section of the College's Statement of Purpose on page two and in the longer statement of the Academic Purposes of the College on page seventeen.

The First Year Colloquy, with its strong emphasis on lucid writing, helps students sharpen analytic skills necessary for college and beyond. Gettysburg College's distribution requirements assure the student an introduction to the variety of opportunities offered by a liberal arts education. In the first year, in addition to the First Year Colloquy in liberal learning, Gettysburg students normally take courses in a variety of fields and begin to fulfill distribution requirements, such as those in foreign languages, laboratory sciences, social sciences, or literature. In the sophomore year students usually select a major and, in consultation with a major adviser, plan a college program which will allow the completion of specific graduation requirements and also provide opportunities for the widest possible choice of electives. In the last two years most students concentrate on courses in their major fields and supplement their programs with elective courses.

Students are expected to complete three quarter courses of the physical education requirement by the end of the sophomore year.



Students majoring in the natural sciences usually begin such programs in the first year and follow closely a prescribed sequence of courses. Students anticipating careers in medicine, dentistry, or veterinary medicine should begin acquiring necessary preparatory courses in their first year.

The Advising System

The College believes that one of the most valuable services it can render to its students is careful counseling. Each first year student is assigned a faculty adviser to assist in dealing with academic questions, in explaining college regulations, in setting goals, and in making the transition from secondary school to college as smooth as possible. Special assistance is also available from the dean of first year students.

During the first week of the fall semester, all new students participate in an orientation program designed to help them become acquainted with the College. All entering first year students receive in advance a detailed schedule of events of this program. During orientation, students have individual conferences with their advisers, take part in discussions of college life, and engage in other activities intended to familiarize them with the College and the academic opportunities available to them. They also take placement tests which provide the College with valuable information concerning their educational backgrounds and academic potential.

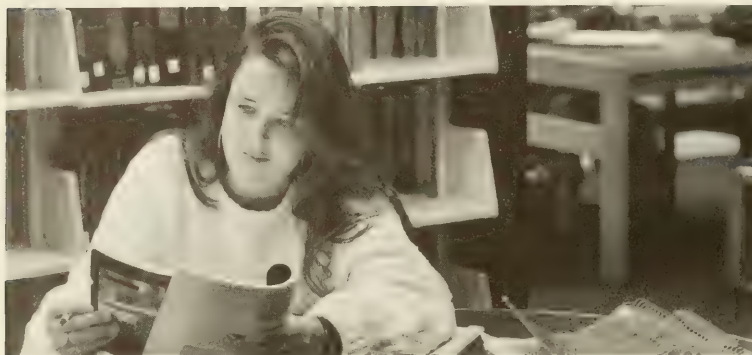


During the year, students should arrange periodic meetings with their faculty advisers. In addition, these advisers are available to discuss unexpected problems as they arise. Any changes in a first year student's schedule must be approved by the adviser. Students may also seek help from the dean of first year students.

Sophomores may continue their advising relationship with their first year advisers or they may select another faculty member in a field of study they anticipate as their major. It is important that sophomores consult regularly with an adviser. The associate deans of academic advising are available to offer assistance in the selection of advisers or to discuss academic issues.

When students choose a major field of study, which must be done no later than the beginning of the

junior year, a member of the major department becomes their adviser and performs functions similar to those of the first year adviser, including the approval of all course schedules. It is the responsibility of all students to take the initiative in discussing their entire academic program with their advisers and to view that program as a meaningful unit rather than as a collection of unrelated courses. Students wishing to change their major course of study must notify the department in which they are majoring and secure the approval of the department he or she desires to join. Juniors and seniors making such changes should understand that it may be necessary to spend more than four years in residence in order to complete requirements for the major. Permission to spend more than four years in residence must be obtained from the Academic Standing Committee.



The College encourages students to prepare for graduate study, which has become a necessity in an increasing number of career fields. It is important for such students to become familiar with the requirements of the graduate programs in which they are interested, as well as the qualifications for fellowships and assistantships within these programs, well in advance of their graduation from Gettysburg College. Above all, they should recognize the importance of building a superior undergraduate academic record. The career services office and the Musselman Library/Learning Resources Center have a collection of graduate school catalogues for students' reference. Four times a year the Graduate Record Examination (GRE) is given on the Gettysburg campus for those

students who plan to enter a graduate school. The National Teacher Examination (NTE) is given twice a year. Special advisers assist students in planning for the legal and health related professions.

Students may confer with their advisers, an associate dean of academic advising, career services, or faculty members as they consider their options for a major, weigh their career objectives, choose graduate or professional schools, or search for employment after graduation.

Credit System

The course unit is the basic measure of academic credit. Students may complete the 35-course unit graduation requirement through any combination of full or half unit courses. For transfer of credit to other institutions the College recommends equating one course unit with 3.5 semester hours. Because of the extra contact hours involved, each laboratory science course is more than acceptable in terms of the expectations of a 4.0 semester hour course. These courses are identified with the symbol "LL" (lecture/lab) on the course title line. The College uses the 3.5 conversion factor to convert semester hours to Gettysburg course units for those students presenting transfer credit for evaluation at the time of admission or readmission. Half unit courses should be equated to 2 semester hours. The College offers a small number of quarter course units in music and health & physical education. These courses may not be accumulated to qualify as course units for graduation. Quarter course units should be equated to one semester hour.



Quarter course credits do not count toward the 35-course unit graduation requirement.

No course used to obtain a bachelor's degree at another institution may be counted toward the requirements for a Gettysburg College degree.

The specific major requirements for each degree are different. The requirements for the degree of bachelor of science in music education are found on page 41. The major requirements for the bachelor of arts and the bachelor of science are found in the departmental introductions in the "Courses of Study" section of this catalogue beginning on page 66.

Each student is responsible for being sure that graduation requirements are fulfilled by the anticipated date of graduation. Normally, the College requires students to complete the degree requirements in effect at the time of their original enrollment.

Writing Policy Since the ability to express oneself clearly, correctly, and responsibly is essential for an educated person, the College cannot graduate a student whose writing abilities are deficient. See Item 1 under "college course requirements" below. Instructors may reduce grades on poorly written papers, regardless of the course, and in extreme cases, may

Requirements for the Degree

The College confers three undergraduate degrees: bachelor of arts (BA), bachelor of science (BS), and bachelor of science in music education (BSME). The general graduation requirements are the same for all degree programs as follows:

1) 35 course units, including First Year Colloquy; plus three quarter courses in health and physical education (two quarter courses for BSME);

2) a demonstration of proficiency in written English;

3) a minimum accumulative GPA of 2.00 and a GPA of 2.00 in the major field;

4) the distribution requirements;

5) the concentration requirement in a major field of study;

6) a minimum of the last year of academic work as a full-time student in residence at Gettysburg College or in an approved College program; and

7) the discharge of all financial obligations to the College.



assign a failing grade for this reason.

College Course Requirements

Each student must successfully complete the college course requirements listed below.

1) Demonstration of proficiency in written English during the first year of enrollment. Normally, such proficiency is demonstrated by passing English 101. For other ways to satisfy this requirement, see "Exemption from Degree Requirement" on page 32.

2) First Year Colloquy: a required seminar for all first year students, designed to strengthen reasoning, writing, and speaking skills using a multi-disciplinary theme as a focus.

3) Health & Physical Education: three quarter courses including one semester of study in each of the following groups: health/wellness, fitness, recreational skills (two quarter courses for BSME).

Distribution Requirements

Each candidate for the degree must satisfactorily complete the following distribution requirements. See the listing on page 66 or read the departmental material under "Course of Study" for the specific courses that fulfill each requirement. Any requirement may be satisfied, with or without course credit, by students who can qualify for exemption (see page 32).

1) Foreign Language: one to four courses to prove proficiency through the intermediate level. Normally, proficiency is demonstrated by completing the 202 course in German, Greek, Japanese, Latin, Portuguese, Russian or Spanish; the 201-202 course sequence in French; or other designated intermediate-level language courses.

2) Arts: one course in art history or theory, music, creative writing, or theatre arts.

3) History/Philosophy: one course in history, philosophy, or culture/civilization in languages or interdepartmental studies.

4) Literature: one course in literature in the original language or in English translation.

5) Natural Science: two courses in astronomy, biology, chemistry, or physics. The courses must be in the same department and must include a laboratory.



6) Religion: one course on the 100- or 200-level in religion.

7) Social Science: one course in anthropology, economics, political science, psychology, or sociology.

8) Non-Western Culture: one course to satisfy the distribution requirements listed above must give primary emphasis to African or Asian cultures, or to the non-European culture of the Americas. A student may also take a non-western course that happens not to satisfy any of the other distribution requirements.

Major Requirements: Each student must successfully complete the requirements in a major field of study. A major consists of eight to twelve courses, depending on the field of study, and may include specific courses determined by the department. A department may, in addition, require related courses in other departments. A department may require its majors to pass a comprehensive examination. Requirements of the various majors are listed in the departmental introductions under "Courses of Study".

The following are major fields of study at Gettysburg College:

Bachelor of Arts:

Art
Biology
Chemistry
Classical Studies
Computer Science
Economics
English
French
German
Greek
Health and Physical Education
History
Latin
Management
Mathematics
Music
Philosophy



Physics
Political Science
Psychology
Religion
Sociology and Anthropology
Spanish
Theatre Arts

Bachelor of Science:

Biochemistry and Molecular Biology
Biology
Chemistry
Mathematics
Music Education
Physics

A student must file a declaration of major with the registrar before registering for the junior year. A student may declare a second major as late as the beginning of the senior year.

Special Major

As an alternative to the standard major fields of study offered in departmental disciplines, students may declare a special major by designing an interdepartmental concentration of courses focusing on particular problems or areas of investigation which, though not adequately included within a single department or discipline, are worthy of concentrated study.

Students intending to pursue a special major must submit a proposal for their individual plan of study to the Committee on Interdepartmental Studies. The proposed program must be an integrated plan of study that incorporates coursework from a minimum of two departments or fields. A special major must include a total of ten to twelve courses, no fewer than eight of which must be above the 100-level; three or more courses at the 300-level or above; and a 400-level individualized study course which is normally taken during the senior year. Individualized study allows students to pursue independent work in their areas of interest as defined by the proposal and resulting in a senior thesis demonstrating the interrelationships among the fields comprising the special major. The proposal must be signed by two faculty members (from two different departments among those represented in the list of courses to



be taken), one of whom will serve as the student's primary academic adviser.

After consulting with the interdepartmental studies chairperson and the prospective sponsors/advisers, students should submit their proposals during the sophomore year. The latest students may submit a proposal is mid-term of the first semester of their junior year. The proposal will consist of an application form, obtainable from the interdepartmental studies chairperson, and a narrative describing the academic

purpose of the program. The narrative must include a specific and detailed explanation of the particular problem or area of interest which is the focus of the proposal, statements indicating why the student wishes to pursue this interest and why the student's goals cannot be accomplished through a regular major, and a clear and coherent explanation of how the courses included in the proposal constitute an integrated, in-depth study of the problem or interest. It is often possible to build into a special major a significant component of off-campus study.

Normally, to be accepted as a special major, a student should have a 2.3 overall GPA. Students should be aware that a special major program may require some departmental methods or theory courses particular to each of the fields within the program.

A student may graduate with honors from the special major program. Honors designation requires a 3.5 GPA in the special major, the recommendation of the student's sponsors, the satisfactory completion of an interdisciplinary individualized study, and the public presentation of its results in some academic forum.

Optional Minor Students may declare a minor concentration in an academic department or area that has an established minor program. Not all departments offer minor programs. A minor shall consist of six courses, no more than two of which shall be 100-level courses. Exceptions to the two 100-level course limitation may occur in departments offering more than one major. Students may not declare a minor in the same department in which they have a declared major. Students must maintain a 2.00 average in the minor field of study. Although a certain number of courses constitute a minor field of study, all courses in the minor field will be considered in determining the minor average.



Residence Requirements And Schedule Limitations

The normal program consists of nine courses per year, with five courses in one semester and four in the other. Thus, a student will complete graduation requirements in four years of full-time academic work in the September-through-May academic year. The last full year of academic work must be in residence at Gettysburg College or in an approved College program. Students may not complete requirements as part-time students during their last semester of residence.

Students proposing to complete graduation requirements in less than four full years must have their programs approved by the Academic Standing Committee through the Office of Academic Advising. Such approval should be sought at least a year before the

proposed completion of requirements.

A full-time student for academic purposes is one carrying a minimum of three courses during a semester. No student who is a candidate for a degree may take fewer courses than this without permission of the Academic Standing Committee.

Students may not enroll in the equivalent of six or more full unit courses per semester without the approval of the Academic Standing Committee. In granting approval to take six courses, the Committee requires evidence that the student is in good academic standing and will be able to perform at an above average academic level during the semester of heavy enrollment. Any course enrollment above five in full or half unit courses represents an overload and results in an extra course fee.

The required quarter courses in health and physical education, generally taken during the first and second years, are in addition to the full course load in each semester. These courses do not count toward the 35-course graduation requirement.

Majors in music and health and physical education must take quarter courses in addition to the normal course load. Other students may take quarter courses in applied music over the normal load with the approval of their advisers and of the music department at an additional charge.

A student may audit informally any College course with the permission of the instructor. No charge will be made for such an audit and no record of auditing will be recorded on the student's transcript.

The College offers a limited opportunity for students to register for and complete a course of study during the summer. Primarily these are individualized study or internship courses and are arranged through academic departments.

Gettysburg College is aware that physical and learning disabled persons may have special needs and is committed to making adjustments in order to make the program accessible to them.



Registration

Students must be officially registered for a course in order to earn academic credit. The registrar announces the time and place of formal registration. By formally completing his or her registration, the student pledges to abide by College regulations.

Also students may enroll in a course for credit during the first twelve class days after the beginning of the semester. A proposed change must be submitted to the registrar on an official course change slip after first being approved by the instructors involved and the student's adviser. Students are not permitted to enroll in a course after the twelve day enrollment period.

Many departments establish limits to class enrollments in particular courses to insure the greatest opportunity for students to interact with their instructors and other students. As a result, students cannot be assured of enrollment in all of their first choice courses within a given semester.

The Grading System

Normally courses are graded A through F, with these grades having the following significance: A (excellent); B (good); C (fair); D (poor); and F (failing). Instructors may modify their letter grades with plus and minus signs.

In successfully completing a course under this grading system, a student earns a number of quality points according to the following scale.

A+	4 1/3	C	2
A	4	C-	1 2/3
A-	3 2/3	D+	1 1/3
B+	3 1/3	D	1
B	3	D-	2/3
B-	2 2/3	F	0
C+	2 1/3		

A student's accumulative average is computed by summing his or her quality points and dividing by the number of courses taken. The average is rounded to the third decimal place.

The College reserves the right to make changes and adjustments in the grading system even after a student enrolls.



The College also offers a *satisfactory/unsatisfactory grading option*. This option is intended to encourage students to be intellectually adventurous in courses with subject matter or approaches substantially different from their prior academic experience or attainment. An S signifies satisfactory work, and is given if a student performs at the C- level or higher, a U signifies unsatisfactory work, and is given for work below the C- level. Courses graded S/U do not affect a student's quality point average, but a course completed with an S grade will count toward the total number of courses needed for graduation. A student may elect to take a total of six courses on an S/U basis during his or her four years at Gettysburg College; however, no more than two S/U courses may be taken in any one year. This grading option may not be selected for: (1) College course requirements in written English or the First Year Colloquy,

(2) distribution requirements for graduation, and (3) courses taken in a student's major field.

Exceptions may be made with regard to the major in cases where a department specifies that a particular course is available under the S/U grading system only, and in cases where the student declares the major after taking the course. A student must choose the S/U grading option during the first twelve class days of the semester.

The quarter course basic skill courses in health and physical education (all of which are graded S/U) shall not count in determining the maximum number of S/U courses a student may take. Students who enroll in Education 476: Student Teaching may take an additional course under the S/U option during the senior year, provided that their total number of S/U courses does not exceed six.

When a student registers for and completes a course which he or she has already taken at Gettysburg College, both the credit and the grade previously earned are canceled, but they are not removed from the permanent record. The credit and grade earned in repeating the course are counted toward the student's requirements.

A grade of I (Incomplete) is issued by the dean of academic advising office when emergency situations, such as illness, prevent a student from completing the course



requirements on time. Unless the Academic Standing Committee extends the time limit, an incomplete automatically becomes an "F" if it is not removed within the first six weeks of the semester following the one in which it was incurred.

A student may withdraw from a course only with the knowledge and advice of the instructor and his or her adviser. A student who officially

withdraws for medical reasons or withdraws after the drop/add period receives a "W" (withdraw) from the course. If a student withdraws from a course during the last five weeks of the semester, he or she will receive an "F" (failure) in the course. The designation "W" is not used in computing averages.

Transfer Credit

After enrolling at Gettysburg, students may use a maximum of three course credits toward the degree for work taken at other colleges if such courses have first been approved by the chairperson of the department concerned and by the registrar. Course credit, but not the grade, transfers to Gettysburg if the grade earned is a C- or better. This transfer option is not available to those who receive three or more transfer course credits at the time of admission or readmission to the College. This course credit limitation does not apply to Central Pennsylvania Consortium courses or to individually arranged off-campus study programs approved by the Academic Standing Committee. Both credit and grades transfer for work done at another Central Pennsylvania Consortium College, or in certain Gettysburg College off-campus affiliated programs described beginning on page 42.



Exemption from Degree Requirements

The College may recognize work on the college-level completed elsewhere by a student. This recognition may take the form of exemption from degree requirements and may carry academic credit. Students should present their requests for exemption to the registrar. They should be prepared to demonstrate their competence on the basis of their academic record, Advanced Placement Examination results of the College Board (see page 169), or examinations administered by the department concerned. The decisions on exemption and credit rest with the department and the registrar.

Students may satisfy the writing proficiency requirement by scoring sufficiently high on the Test of Standard Written English (TSWE) of the College Board. In 1992, the College exempted those students who scored 58 or above on the TSWE. Those scoring 53-57 were permitted to gain exemption by passing a departmental examination given on the campus.

Students may satisfy the foreign language requirement in a language not regularly offered at Gettysburg by demonstrating achievement at the intermediate-level through transfer credit, by



examination, through independent study with a Gettysburg faculty member, or through an approved exchange program with the Central Pennsylvania Consortium. International students who have learned English as a second language may satisfy the requirement with their primary language.

Individualized Study and Seminar

There are opportunities in most of the departments for students to engage in individualized study and seminars. These opportunities are primarily for seniors, but other students are frequently eligible. In some departments participation in this type of activity is part of the required program of study; in others it is optional. Most of these courses are numbered in the 400's under "Courses of Study".

Academic Standing

Students are expected to maintain an academic record that will enable them to complete the requirements for graduation in the normal eight semesters. To be in good academic standing a student must have at least a 2.00 accumulative average, a 2.00 average for the semester, a 2.00 average in the major field of study by the end of the junior year and during the senior year, and be making appropriate progress in acquiring the credits and completing the various requirements for graduation. Students who do not meet these standards will be given a warning, placed on academic probation, placed on dismissal alert, or be dismissed from the College.

The student who falls below the following minimum standard is

considered not to be making satisfactory progress and is either placed on dismissal alert or is dismissed: for first year students - 1.50 GPA and six courses completed; for sophomores - 1.80 GPA and fifteen courses completed; for juniors - 1.90 GPA and twenty-five courses completed.

In addition to these minimum standards, a student on probation must show significant improvement during the following semester in order to remain at the College. Normally, a student may not remain at the College with three consecutive semester averages below 2.00.

Students receiving some forms of financial aid must maintain certain progress toward achieving a degree in order to remain eligible for such aid. See the "Financial Aid" section of this catalogue for a more complete discussion of appropriate progress.

In accordance with the regulations of the National Collegiate Athletic Association (NCAA), a student who is on dismissal alert status may not participate in the institution's intercollegiate athletic program.



Transcripts

The College supports students in their candidacy for graduate or professional school admission or in their search for appropriate employment by providing a responsive transcript service. Requests for transcripts must be in writing and should be directed to the Office of the Registrar. This office prepares transcripts twice a week on Tuesdays and Fridays. There is no charge for this service unless special handling is requested.



Withdrawal and Readmission

Readmission for students who withdraw from Gettysburg College is not automatic. The procedure for seeking readmission depends on the student's academic status at the time of withdrawal, the length of time that has elapsed since withdrawal, and the reason for withdrawal, as described in the sections that follow. Normally, the Academic Standing Committee reviews applications for readmission in the second week of November and the second week of April; all supporting materials should be submitted to the Office of Academic Advising by the beginning of November and the beginning of April.

Voluntary Withdrawal

A student who is in good academic standing at the time of withdrawal and seeks readmission within one academic year after withdrawing does not have to submit an application for readmission. Instead, the student must file with the Academic Standing Committee, through the Office of Academic Advising, a letter requesting reinstatement and providing an account of the activities during his or her absence from the College. This letter should be sent by November 1 or April 1. Any student who seeks readmission after one year has elapsed must submit an application for readmission. Students who desire to be



considered eligible for financial aid upon return must complete all financial aid applications by the normal financial aid deadlines and notify the financial aid office of their intentions to return.

A student who withdraws voluntarily should arrange for an exit interview with a member of the academic advising staff prior to leaving the College. A readmission interview is desirable, and in some cases required, depending on the circumstances surrounding the student's withdrawal.

A student who withdraws voluntarily and is on academic probation at the time of withdrawal must submit an application for readmission to the Academic Standing Committee through the Office of Academic Advising. The Academic Standing Committee will review the student's application, previous record at Gettysburg College, activities since leaving college, and prospects for the successful completion of his or her undergraduate studies.

Dismissal

A student who is dismissed from the College for academic reasons is not eligible for readmission until one academic year has elapsed. Students who have been dismissed from the College for academic reasons for a second time are not eligible for readmission. An application for readmission must be submitted to the Academic Standing Committee through the Office of Academic Advising. A personal interview is required. The Academic Standing Committee will review the student's application, recommendations from an employer and three Gettysburg College faculty members, activities since leaving college, and prospects for future academic success at the College. To be eligible for readmission, a dismissed student must also have completed at least one course at an accredited institution and have earned a grade of "B" or higher.

A student who is suspended for disciplinary reasons must follow this same procedure for readmission except that he or she is not required to take course work elsewhere. A student in this category is eligible to apply for readmission at the end of the time period designated for the suspension.

Medical Withdrawal

A student whose health is so impaired that matriculation cannot be continued will be granted a medical withdrawal provided that a physician, psychiatrist, or psychologist confirms in writing the seriousness of the condition and recommends that the student withdraw from the College. In such cases an associate dean of academic advising may authorize grades of "W" for the courses in which the student is currently enrolled. A student in good academic standing who has been granted a medical withdrawal does not have to fill out an application for readmission, but must submit to the Academic Standing Committee, through the Office of Academic Advising, a written request for reinstatement at least three weeks prior to the beginning of the semester that matriculation is desired. A letter from his or her attending physician, psychiatrist, or psychologist which certifies that the student will be ready to resume a full academic program by a designated time is also required. If, based on medical considerations, there is reason to limit the student's course load or



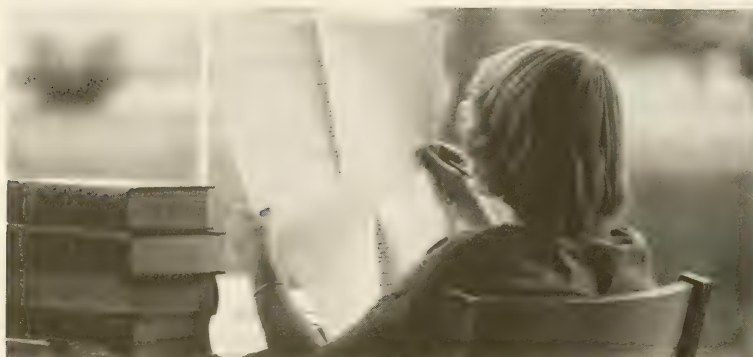
physical activity, a recommendation for such should be noted in this letter. A personal interview with a member of the counseling services or health services staff may also be required. A student on academic probation who has been granted a medical withdrawal must submit an application for readmission along with the aforementioned letter. Decisions regarding reinstatement are the responsibility of the Academic Standing Committee. Students who have withdrawn for medical reasons and who intend to return are subject to the same procedures for financial aid as are matriculated students; it is imperative to be in touch with the financial aid office during absence from campus.

Senior Scholars' Seminar

The College offers a unique and valuable opportunity for its outstanding senior students. Each year the Senior Scholars' Seminar, composed of selected seniors, undertakes a study of a contemporary issue which affects the future of humanity. The issues are always timely and often controversial. Past topics have included genetic engineering, conflict resolution, global disparities, computer and human communication, aging and the aged, dissent and nonconformity, imagining peace, human sexuality, and environmental protection or exploitation, and the concept of the hero.

In 1991-92 the eighteen Senior Scholars' Seminar students not only brought outside experts to campus, but also traveled to other highly selective liberal arts colleges to do research on "Creating and Sustaining Intellectual Community in the Liberal Arts College." During 1992-1993, the seminar focussed on a timely topic, in an election year, "Media, Power, and Contemporary Presidential Politics".

In previous years the Senior Scholars' Seminar invited other authorities of national stature to serve as resource persons. Experts who have visited the seminar



include George Wald, Kenneth Boulding, Herbert Gans, Paolo Soleri, Joseph Fletcher, Leon Kass, Stuart Udall, David Freeman, Thomas Szasz, Daniel Ellsberg, Jonathan Schell, Daniel Bell, and James Gould. Student participants in the seminar publish a final report based on their findings and recommendations.

The issues explored in the seminar are always interdisciplinary in scope, and the students selected for this seminar represent a wide variety of majors. The seminar is team-taught by two professors of different departments.

Early in the second term of the junior year, qualified students are invited to apply for admission to the course. After the members of the class have been selected through a process of interviews, they begin to plan the course with two faculty directors and become active participants in the entire academic

process. The Senior Scholars' Seminar is assigned two course credits.

Computer Courses

In the tradition of the liberal arts, Gettysburg College emphasizes the interdisciplinary nature of the computer as a tool in problem-solving. A thorough understanding of the concepts and applications in various disciplines is important for those students interested in pursuing a career in computer science. The biology, chemistry, economics, management, mathematics, physics, political science, psychology, and sociology and anthropology departments all offer courses that make significant use of the computer. In recent years, 95% of the graduating students have made use of the computing facilities in their courses at Gettysburg.

Also, most of the First Year Colloquy courses require a four week training session in the use of microcomputers. These training sessions provide an introduction to WordPerfect, electronic mail, the campus computer network and computerized information system, and tools to use the Internet to access information at campuses and other sites across the country and around the world.

In addition to these courses in various departments, the College has a computer science curriculum of courses that cover the concepts that are at the core of the discipline. These courses are listed under computer science in the "Course Descriptions" section of this catalogue.

Teacher Education Programs

Gettysburg College education programs in secondary school subjects, elementary education, music education, and health and physical education are competency based and have received approval from the Pennsylvania Department of Education. The liberal arts are central to the College's teacher education programs. Students planning to teach must complete a major in an academic department of their choice and fulfill all the requirements for the bachelor of arts degree or the bachelor of science degree. Upon completing a program in teacher education, students are eligible for a Pennsylvania Certificate, Instructional I, enabling them to teach in the public schools of the Commonwealth and other states with similar requirements. Students who pursue teacher certification are required to demonstrate computer literacy prior to admission to the Education Semester. A minimum



of forty hours of observation and participation in schools is required prior to acceptance into the Education Semester. Students who are seeking an Instructional I Certificate must have successfully completed the National Teachers' Exams (NTE) in the core battery (general knowledge, communication skills, and professional knowledge) and specialty area (the subject area for which candidates are seeking certification). For more information on the exams, contact a member of the education department.

Secondary Education

Students interested in preparing to teach academic subjects in the secondary schools must complete one of the following approved programs for secondary certification: biology, chemistry, physics, general science, mathematics, English, German, Latin, French, Spanish, health and physical education, or comprehensive social studies. These secondary programs have been granted program approval by the Pennsylvania Department of Education. Students must complete an approved program listed in the Handbook for Teacher Education, which will, in most cases, closely parallel the requirements in their major. Early planning beginning in the first year is essential for all of these programs.

Secondary education students are required to engage in a minimum of forty hours of pre-student teaching experiences in the secondary schools during the sophomore and junior years. Students serve as observers, aides, and small group instructors in secondary classrooms. These experiences are part of the requirements for Education 209 (Social Foundations of Education) and Education 201 (Educational Psychology). For the senior year, students, in consultation with their major department, will select either the fall or spring semester as the Education Semester. Student teaching experiences are completed at a school district near the College, or the student may elect to apply to student teach abroad, in an urban setting, or in other alternative sites. The following program constitutes the Education Semester:

- Education 303 (Educational Purposes, Methods, and Educational Media: Secondary)
- Education 304 (Techniques of Teaching and Curriculum of Secondary Subjects)
- Education 476 (Student Teaching—two courses)

Note: Only these four courses may be taken during the Education Semester.

The student seeking admission to the secondary education program must file an application with the



Education Department by December 15 of the junior year. Admission to the program is granted by the Committee on Teacher Education, a body composed of faculty members from each department which has students in the secondary education program. This committee also determines standards for admission to the program. Members of the committee also teach Education 304 for the students of their respective departments and observe them when they engage in student teaching.

The admission of a student to the Education Semester depends upon the student's academic achievement and a recommendation from his or her major department. The guidelines for evaluating a student's academic achievement are a minimum accumulative grade point average of 2.33 and a grade point average of 2.66 in the major. The successful applicant will have earned a "C" grade or higher in all education courses. The student will also be evaluated on such professional traits as responsibility, integrity, enthusiasm, and

timeliness. Evaluation of a student's communications skills will be done in the form of a writing sample which a student submits at the time of application for entrance into the Education Semester.

Students in the program leading to certification in secondary education shall present the six specified courses in education. In addition to these six courses, students are permitted one additional education course in individualized study, or in an education internship, to count toward the Bachelors degree. A minor in secondary education consists of successful completion of these six courses.

Elementary Education

The elementary education program is distinctive in giving students the opportunity to concentrate on liberal arts studies and complete an academic major, thus qualifying for the bachelor of arts degree.

Students interested in entering the elementary education program should consult with the education department no later than the fall semester of the first year in order to establish a program of study.

The prospective elementary teacher should complete the following program:

- 1) Economics 103, Psychology 101, World History, and HPE 199 during the first year.
- 2) Education 180, music, art, a course in child development, Education 201, and a course which is quantitative in nature.
- 3) Education 209, Education 331, Education 370, World Geography.
- 4) Education semester (fall or spring semester during the senior year) composed of Education 334, 306, and 476 (worth two courses).

Student teaching (Education 476) and Education 306 consist of 10



weeks of full-time participation in a public school near the College.

Opportunities for student teaching abroad, in an urban setting, and in alternative sites also exist.

Education 334 is taught in a five-week block and includes a two-week, full-time experience in the schools under the direct supervision of a reading specialist. Thus, twelve weeks of full-time student teaching are completed. Only these four courses may be taken during the Education Semester.

Elementary education students are required to engage in pre-student teaching experiences in the elementary schools during the sophomore and junior years. Students serve as observers, aides, and small group instructors in elementary and middle school classrooms.

The student seeking admission to the elementary education program must file an application with the education department by December 15 of the junior year. Admission to the program is granted by the Committee on Teacher Education, a body composed of faculty members from the education department and other departments. This committee also establishes standards for admission to the program.

The admission of a student to the Education Semester depends upon the student's academic achievement and a recommendation from his or her major department. The guidelines for evaluating a student's academic achievement are a minimum accumulative grade point average of 2.33 and a grade point average of 2.66 in the elementary education program and its related courses (history, geography,

economics, child development, and the education courses). The successful applicant will have earned a "C" grade or higher in all education courses. The student will also be evaluated on such professional traits as responsibility, integrity, enthusiasm, and timeliness. Evaluation of a student's communications skills will be done in the form of a writing sample which is submitted at the time of application for entrance into the Education Semester.

Students interested in teaching in states other than Pennsylvania will find that a number of states certify teachers who have completed baccalaureate programs in elementary education at colleges approved by its own state department of education. Numerous states require specific scores on portions of the National Teacher Exams (NTE). See the "Education Department" section for details.

In addition to the courses listed, students are permitted one education course in individualized study, or in an education internship, to count toward the bachelor of arts degree. A minor in elementary education consists of successful



completion of six courses offered by the education department (Education 201, 209, and 476 are required). Students then designate three of the following five courses to complete the minor: Education 180, 306, 334, 331, 370. All eight courses must be successfully completed for teacher certification in elementary education.

Music Education

The prospective teacher of music in the elementary and secondary schools should complete the program for the degree of bachelor of science in music education. This requires successful completion of 35 courses exclusive of courses in applied music. Also required are two semesters of the basic activities quarter courses in health and physical education.

The program includes:

Music, twelve courses as follows:

Music Theory, 141, 142, 241, 242, 341, 342

Music History and Literature

Music 244 (Intro. to Music History and Literature)

Music 313 (Music in the Medieval, Renaissance and Baroque Periods)

Music 314 (Music in the Classical, Romantic and Contemporary Periods)

Conducting

Music 205 (Choral Conducting)

Music 206 (Instrumental Conducting)



Applied Music

Music 456 (Senior Recital)

Fifteen to nineteen quarter courses. These do not count toward the 35 course graduation requirements and may be taken in addition to the 40 courses permitted. Consequently, in the fall and spring semesters the student will typically carry four or five full courses plus several quarter courses in applied music. The latter must include work in:

Major performance area

Piano

Voice

Instruments of the band and orchestra

Music Education, five courses as follows:

Music 320 (Principles and Procedures of Teaching Music in the Elementary School)

Music 321 (Principles and Procedures of Teaching Music in the Secondary School)

Music 474

(Student Teaching)
(three course units)

Certification Requirements

Psychology 101

Education 209 (Social Foundations of Education)

Education 201 (Educational Psychology)

Education 303 (Educational Purposes, Methods and Educational Media: Secondary)

Distribution Requirements

Electives

Participation for four years in an authorized musical group and presentation of a recital in the senior year are required.

The student in the bachelor of science program should consult with the music department as early as possible in order to arrange a four-year program.



Ninth Semester Education Program

Gettysburg College students who demonstrate academic ability but cannot finish certification requirements within four years may, with approval by the Teacher Education Committee, return to campus for a consecutive ninth semester to complete their student teaching and certification requirements. This semester, which would include only work in education, would be provided at cost (1993 cost: \$1,650) to these recent Gettysburg College graduates. Students who elect this option will graduate before finishing certification requirements. Thus, students who elect to student teach during the Ninth Semester Option will receive certification, but will not be eligible to declare a minor in education. Interested students should consult with a faculty member about this option.

Teacher Placement

The College maintains a Teacher Placement Bureau to assist seniors and graduates in securing positions and to aid school officials in locating qualified teachers. All communications should be addressed to the Director of the Teacher Placement Bureau.

Employment Prospects in Teaching

The projected annual demand for new hiring of all teachers is expected to rise from 233,000 in 1990 to a high of 243,000 in the

year 2000, according to the National Center for Education Statistics. Demand will be greatest at the elementary school level. Of the reporting 1991 Gettysburg College graduates who sought teaching positions in elementary education, 85% were teaching or in education-related occupations during the following academic year. Of the reporting secondary education graduates, 67% were so employed. The reported average salary for these 1991 Gettysburg College graduates was \$21,900.

Off-Campus Study

College Affiliated Programs

In order to supplement and enhance the regular courses of the College, the faculty designates certain off-campus programs of study as College affiliated programs. As such, these programs are recognized as worthy of credit to be applied toward the Gettysburg College degree. In affiliated programs, both grades and credits shall be accepted as if they were grades and credits earned at Gettysburg College. Currently, any student with sophomore status who is in good social and academic standing may apply for permission to study off-campus in any program approved by the college. A student wishing to study abroad should petition through the Office of Off-Campus Studies; those who wish to study off-campus in the United States should petition through the Office of the Registrar. The Academic Standing Committee shall approve a student's participation in a program and shall establish regulations and standards for the acceptance of credits.

Consortium Exchange Program

The program of the College is enriched by its membership in the Central Pennsylvania Consortium (CPC) consisting of Dickinson, Franklin and Marshall, and Gettysburg Colleges. The Consortium provides opportunities for exchanges by students and faculty, and for other off-campus study. Students may take a single course or enroll at a Consortium College for a semester, or a full year. A course taken at any Consortium College is considered as in-residence credit. Interested students should consult the registrar.

Courses of unusual interest to Gettysburg students offered at the other CPC schools include those listed under the following programs:

DICKINSON

American Studies
 Anthropology
 Archaeology
 East Asian Studies (includes Chinese and Japanese language)
 Environmental Studies
 Geology
 Italian Studies (includes language)
 Judaic Studies (includes language)
 Russian and Soviet Area Studies (includes language)

FRANKLIN AND MARSHALL

American Studies
 Anthropology
 Asian Studies
 Astronomy
 Dance
 Geosciences
 Italian
 Linguistics
 Russian Studies (includes language)
 Science, Technology and Society

Lutheran College Washington

Semester (Ethical Issues and Public Affairs). Gettysburg College, in partnership with Lenoir-Rhyne College, Luther College, Muhlenberg College, Roanoke College, Susquehanna University, Thiel College, and the Luther Institute in Washington, D.C., runs full academic programs during the fall and spring semesters of each academic year, and a two month internship program during the summer. Students live together in an apartment complex that houses students from other colleges who are also studying in Washington, D.C. During regular





semesters students earn four course credits by taking a two-credit internship (in their area of interest) and two seminars. One of the seminars is entitled "Ethical Issues and Public Affairs" and the other is a special topics seminar created each year. In 1992-1993, the special topic was "The Ecological Crisis". Additionally, there are a variety of field trips to important political, cultural, social, and religious organizations. Service learning projects are also part of the experience. The Lutheran College Washington Semester is recommended for juniors, but sophomores and seniors may apply. Information may be obtained from Dr. Donald Hinrichs, Department of Sociology and Anthropology, or by writing Dr. Nancy Joyner, Director, The Lutheran College Washington Consortium, 226 East Capitol Street, Washington, D.C. 20003.

Washington Semester Gettysburg College participates with American University in Washington, D.C. in a cooperative arrangement known as

the Washington Semester. The program is divided into several distinctive areas. For students interested in Government, Politics, and Law, the *Washington Semester, National Government and Politics* focuses on important national institutions and the interrelationships of the various actors in the political process. *Washington Semester in International Politics and Diplomacy* examines the formulation, implementation, and consequences of the foreign policy of the United States. *Washington Semester in Peace and Conflict Resolution* examines conflict resolution theory, history, methodologies, and skill development and forces that move in the directions of conflict or peace. *Washington Semester in Justice* is concerned with the nature and sources of crime and violence, the conflicting theories and beliefs about justice, and the impact of national policymaking on social and criminal justice. *Washington Semester in American Politics: Public Law* is designed for prelaw students and

examines the major institutions and principal actors that determine federal judicial policy for the nation.

For students with an interest in economics, business, and trade, there is a *Washington Semester in Economic Policy* which provides for a study of the macro and micro economic policy-making process in both the international and domestic spheres. *Washington Semester in International Business and Trade* offers an opportunity to study in a city which contains offices of seventy-five percent of all multinational corporations, and over two hundred foreign-owned companies.

Communications and the fine arts are also represented by two additional programs. *Washington Semester in Journalism* provides for the study and practice of journalism in the "news capital of the world," and the *Washington Semester in Museum Studies and the Arts* offers an exploration of the worlds of art and architecture.

Typically, students in the Washington Semester program participate in seminars (two course credits), undertake a major research project (one course credit) and serve an internship (one course credit).

The Washington Semester may be taken during either semester of the junior year or the fall semester of the senior year. To qualify, a student must have a minimum



accumulative average of 2.50, and 3.00 in the major, and clearly demonstrate ability to work on his or her own initiative. Further information may be obtained from the appropriate department.

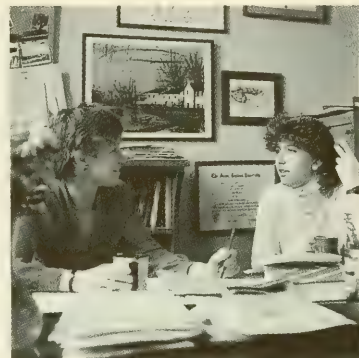
The Washington Economic Policy

Semester Gettysburg College participates in this cooperative, intercollegiate honors program with American University in Washington, D.C. The semester is designed for students with an interest in economics. It intensively examines economic policymaking from theoretical, practical, domestic, and international points of view. During the semester, students are brought into direct contact with people who are involved in the formulation of economic policy.

The program of study includes (1) the Economic Policy Seminar (two course credits), which encompasses a theoretical analysis of economic policy problems; extensive reading; on-site discussions with economic

policy decision-makers; preparation of papers, and the presentation of alternative paradigms that may be used to understand economic policy; (2) the choice of an internship (one course credit) in a private or governmental agency involved with economic policy, or an intensive independent research project (one course credit); and (3) an elective chosen from the courses offered by American University. It should be noted that the grades received in these courses, as well as the credit for four courses, will appear on the student's Gettysburg College transcript.

This program can be helpful to students in several ways. For all students, it provides an opportunity to dispel the mystery surrounding the policy-making process, to make them better informed citizens, and thus to improve their understanding of the complex interaction between the government and the economy. For those persons who plan to be professional economists, it will provide a practical introduction to learning about the nation's important economic institutions as well as the political considerations that influence the translation of economic theory into government policy. The program will allow students to become familiar with the basic economic issues of the times and with the different approaches for solving those problems. For students who are



interested in becoming business economist lawyers or community organizers, the knowledge gained about the bureaucracy in Washington and how the federal government operates will be invaluable in their careers.

Students should take the Washington Economic Policy Semester in the fall or spring semester of the junior year or the fall semester of the senior year. To qualify, a student must have a minimum accumulative grade point average of 2.50, and have demonstrated the ability to work on his or her own initiative. In addition, students wishing to apply for this program should have completed Economics 103-104, 241, 243, and 245. Most participants major in economics or management; however, interested applicants from other areas are encouraged to apply. Further information, including the application procedure for this program, can be obtained from Dr. William F. Railing, Department of Economics.

The United Nations Semester

Students qualifying for this program spend a semester at Drew University in Madison, New Jersey. On Tuesdays and Thursdays these students commute to the United Nations for a survey course in international organization which consists in part of briefings and addresses by individuals involved in United Nations activities. A research seminar also uses the facilities of the United Nations Headquarters. Other courses to complete a full semester's work are taken at the Drew Campus.

The United Nations program is offered in both the fall and spring semesters. Some scholarship assistance may be available for non-Drew University students. Application can be made in the junior or senior year. Students from any academic concentration who have taken an introductory course in political science and who have maintained a respectable grade point average are eligible for nomination. Further information may be obtained from the Office of the Registrar.

Center for Cross-Cultural Study, Seville, Spain The College offers two special options for study abroad at the Center for Cross-Cultural Study in Seville, Spain. The first option is for students who have completed Spanish 301. These students may, with permission of the Academic Standing Committee,



study at the Center for one or two semesters of their sophomore or junior year, the fall semester of their senior year, or during the summer session. The second option is for students who have completed Spanish 104 or its equivalent. This option allows students to complete their language distribution requirement and literature distribution requirement while studying at the Center. In both programs, credits as well as grades earned at the Center will be transferred to the student's college transcript. Financial aid may be applied to participation in the program during the regular academic year. Students interested in studying at the Center should contact the Spanish Department.

The Foreign Student Study Center, The University of Guadalajara, Mexico Students who have completed Spanish 301 or its equivalent may study for one or two semesters of their sophomore or junior year or the fall semester of their senior year at the University of

Guadalajara's Foreign Student Study Center. Courses offered include language, Mexican literature, history, culture, art, and political science. Both credits and grades will be transferred. Financial aid may be applied to participation in the program during the regular academic year. Interested students should contact the Spanish Department.

Center for Global Education

The College participates in three programs of the Center for Global Education in Cuernavaca, Mexico: Program in Global Community, Social Policy and Human Services in Latin America, and Women and Development: Latin American Perspectives. Each program involves four courses over a semester including an intensive Spanish course. The Global Community program includes a component of living in a rural village. The Social Policy and Human Services program deals with social justice issues, development and models of education and social work. Students

in the Women and Development program study in Nicaragua and Guatemala in addition to Mexico. For more information students should contact the College's Coordinator of Global Studies or the Off-Campus Studies Office.

Interdisciplinary Study Abroad Program in England This program offers a fall semester abroad for fifteen juniors and seniors who would like to pursue interdisciplinary and disciplinary studies in the humanities and social sciences. Moving between London and Colchester, the program will give these students the opportunity to experience two sides of British culture: the urban and the provincial. The program begins in September with a four-week intensive interdisciplinary seminar in London. This seminar will be taught each year by the program's resident director, a Gettysburg College faculty member who will accompany the students throughout the entire program. At the beginning of October, the students will move on to the University of Essex in Colchester, where they will be enrolled as visiting students for the ten-week fall term. Students will take a full course load (normally four courses), be taught by British faculty, and be housed with British and other international students. Students will receive one Gettysburg College course credit for the September seminar in London and three course credits for the four



ten-week courses taken at the University of Essex. Thus the entire program will earn each student four Gettysburg College course credits. Both grades and credits will be transferred. Financial aid may be applied to the program. Interested students should visit the Office of Off-Campus Studies.

C.I.E.E. Program at the Université de Haute Bretagne, Rennes, France Juniors and first-semester seniors who have completed French 301 or its equivalent may study for a semester in the Council on International

Educational Exchange's program at the Université de Haute Bretagne in Rennes. Both credits and grades will be transferred. Financial aid may be applied to participation in the program. Interested students should contact the French Department.

Institute for American Universities Program in Aix-en-Provence A one-semester or one-year program intended for *non-majors*. Students who have completed 101-102 or 103-104 at Gettysburg may fulfill the language requirement in the fall semester at Aix. Students who have

already satisfied the language requirement will take more advanced courses in French language, literature, and civilization during the fall or spring. In addition to their course work in French, all students may choose approved classes in history, political science, management, art, philosophy, psychology, and literature given in English. Both credits and grades will transfer. Financial aid may be applied to participation in the program. Interested students should contact the French Department.

Kansai University of Foreign Studies The College has a cooperative agreement with Kansai University of Foreign Studies in Hirakata City, Osaka, Japan.

Students may study for a semester or a year at the University in a program that combines a rigorous Japanese Language program with lecture courses in the humanities, social sciences, and business which are conducted in English. Both credits and grades will be transferred. Financial aid may be applied to this particular program. Interested students should contact Dr. Katsuyuki Niiro in the Economics Department.

Fall Semester in Cologne, Germany Sophomore through first semester seniors with a minimum of one year of college German or the equivalent are eligible to participate in the Fall semester program in Cologne,



Germany. A student may satisfy the distribution requirement in language in one semester and will take additional courses taught in English from other liberal arts areas (some of which also satisfy different distribution requirements). This is a fall semester program co-sponsored by the Pennsylvania Colleges in Cologne Consortium. Both credits and grades are transferred. Financial Aid may be applied to participation in the program. Interested students should contact the German Department.

College Year in Athens, Greece

The program is open to sophomores, juniors, and seniors (although the majority of students are of junior level) majoring in humanities or social sciences; approximately one third of the students at College Year are Classics majors. The language of instruction is English. The courses offered are mainly concerned with Greece, from ancient through Byzantine to modern times, and with the Near East. The categories of subject matter include history, literature, art and archaeology, philosophy, anthropology, classical Greek and

Latin languages, and modern Greek. Applications from students who plan to attend College Year for an academic year or for one semester will be considered. College Year is incorporated under American law as a non-profit, educational institution managed by a Board of Trustees. Both credits and grades will be transferred. Financial aid may be applied to participation in the program. Interested students should contact the Department of Classics or the Department of Philosophy.

Off-Campus Study Program In Zimbabwe The college offers each fall semester an off-campus studies program in Zimbabwe, Africa. The program is open to sophomores and juniors (and also seniors, on a space-available basis) who have at least a 2.75 GPA. Four courses will be taught jointly in Harare by Gettysburg College faculty and faculty from the University of Zimbabwe and other national institutions. Field trips outside of Harare and homestays are integral parts of the study program. Students are paired with counterparts—typically, students from the University of Zimbabwe. Housing will be at the YMCA and at other international hostels in Harare. Regular Gettysburg College fees for tuition, room, and board cover all costs (including round trip airfare), except books and personal expenses. The Fall 1992 program will be conducted by



the Coordinator of African American Studies, and will offer the following courses: African Literature, History of Southern Africa, African Environmental Science, and African Political Economy. Interested students should contact the Coordinator of African American Studies.

Intercollegiate Center for Classical Studies in Rome, Italy The Center is open to students majoring in Classics, classical history, archaeology, or art history with a concentration in classical art. The program lasts for one semester and is offered during the fall and the spring. The Center provides undergraduate students with an opportunity to study Greek and Latin literature, ancient history and archaeology, and ancient art in Rome. A Managing Committee, elected by the member institutions, has arranged with Stanford University for the Stanford Overseas Studies Office to administer the Rome Center. The faculty is chosen

from persons teaching in universities and colleges in the United States and Canada. The language of instruction is English. Both credits and grades will be transferred. Financial aid may be applied to participation in the program. Interested students should contact the Department of Classics.

Lutheran Theological Seminary Exchange Gettysburg College students are eligible to take up to four courses at the Lutheran Theological Seminary also located in Gettysburg. The Seminary offers coursework in Biblical Studies, Historical Theological Studies, and Studies in Ministry. Interested students should consult the Registrar.

Wilson College Exchange Gettysburg College offers an exchange opportunity with Wilson College, an area college for women, with course offerings that supplement Gettysburg's offerings

in communications, women's studies, international studies, dance, and other creative arts. Students may take a single course or enroll as a guest student for a semester or a full year.

Marine Biology The Biology Department offers two programs for students interested in pursuing studies in marine biology; these programs are in cooperation with Duke University and the Bermuda Biological Station.

The Bermuda Biological Station (St. George's West, Bermuda) offers courses in biological, chemical, and physical oceanography during the summer. Any course taken by a Gettysburg College student may be transferred to Gettysburg together with the grade, provided prior approval is granted by the Biology Department.

Gettysburg College is one of a limited number of undergraduate institutions affiliated with the Duke University Cooperative Undergraduate Program in the Marine Sciences. The program, offered at the Duke University Marine Laboratory (Beaufort, North Carolina), is a ten week semester of courses, seminars, and independent investigations. Studies include the physical, chemical, geological, and biological aspects of the marine environment with emphasis on the ecology of marine organisms.



This program is appropriate for juniors or students who have had three to four courses in biology. Students receive the equivalent of five courses, two of which may be used toward the minimum eight required in biology. The remaining courses will apply toward graduation requirements.

Additional Off-Campus Opportunities

Study Abroad Qualified students may study abroad during one or two semesters of their junior year or the fall semester of their senior year. The Office of Off-Campus Studies maintains an information file of recommended programs and stands ready to assist students with their unique study plans. It is important to begin the planning process early. During the first year, or at least by the first semester of the sophomore year, students who plan to study abroad should discuss with their advisers the relationship of their proposed course of study to their total academic program. An outline

of the program and a list of specific courses with appropriate departmental approval must be submitted to the Academic Standing Committee, which gives final approval on all requests to study abroad. To qualify, a student must be in good social and academic standing. Study abroad programs are not limited to language majors; students in any major field may apply. Further information may be obtained from the Office of Off-Campus Studies.

Special Interest Programs

Students may petition the Academic Standing Committee for permission to take courses for a semester at another college or university which offers a program in a special interest area not fully developed at Gettysburg College. Examples of special interest areas are Urban Studies, Asian Studies, Studio Arts, Nutrition, Environmental Studies, and Women's Studies. Interested students should consult the Dean of Academic Advising.

Dual-Degree Programs

Engineering This program is offered jointly with Columbia University, Rensselaer Polytechnic Institute (RPI), and Washington University in St. Louis. Students spend three years at Gettysburg College followed by two years at one of these universities. Upon successful completion of this program, the student is awarded the Bachelor of Arts degree from Gettysburg and the Bachelor of Science degree in an engineering discipline from one of the three affiliated universities. The affiliation with RPI also offers the opportunity for a Master's degree after three years at RPI. Gettysburg students, on their own initiative, have also completed dual-degree programs at non-affiliated universities. Students who qualify for financial aid at Gettysburg College will usually be eligible for similar aid at the engineering affiliate universities; this benefit is not available to international students.

Candidates for this program will have an adviser in the Physics Department. Normally a student will be recommended to Columbia, RPI, or Washington University during the fall semester of the junior year. Students must have a minimum of a 3.0 grade point average in order to be recommended, except for students interested in electrical engineering at RPI who are required to have a 3.5 average for recommendation.



The specific courses required for admission by each affiliated institution vary and students should schedule courses in close cooperation with the Engineering

Adviser at Gettysburg. In general, dual-degree engineering students can expect to take Physics 111, 112, 213, 319, 330; Mathematics 111, 112, 211, 212, 363; Chemistry 111,

112, and a computer science course. All dual-degree engineering students will have to complete the distribution requirements of Gettysburg while in residence at Gettysburg. Because of the limited flexibility of the Dual-Degree engineering curriculum, students are urged to identify their interests in this program at the earliest possible time.

Nursing The College has a five-year program under which students spend three years at Gettysburg and two at the Johns Hopkins University School of Nursing in Baltimore. At the end of the fourth year of study, students complete requirements for a B.A. degree from Gettysburg; at the end of the fifth year, students will receive a B.S. degree from the Johns Hopkins University. Students interested in this program should contact the Dean of First Year Students for further information.

Optometry Pennsylvania College of Optometry (PCO) will offer admission into the program leading to the Doctor of Optometry to students from Gettysburg at the end of the junior year provided that all prerequisites are met. At the conclusion of the first year at PCO, students will receive the baccalaureate degree from Gettysburg and, after seven years of undergraduate and professional study, the Doctor of Optometry from the Pennsylvania College of Optometry. Students who qualify

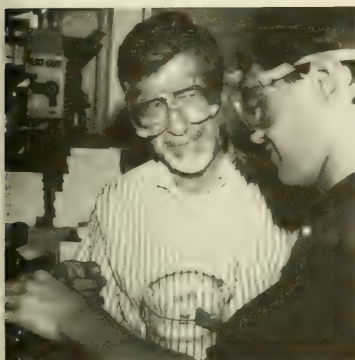


for early admission to the program will be recommended by the Premedical Committee at Gettysburg College and will be required to interview at the Pennsylvania College of Optometry during the spring term of the junior year.

Forestry and Environmental Studies

In addition to its own program in environmental studies, the College offers a dual-degree program with Duke University leading to graduate study in natural resources and the environment. Students will earn the Bachelor's and Master's degree in

five years, spending three years at Gettysburg College and two years at Duke University's School of the Environment. Students must fulfill all the distribution requirements by the end of the junior year. The first year's work at Duke will complete the undergraduate degree requirements and the B.A. will be awarded by Gettysburg College at the end of the first year at Duke. Duke will award the professional degree of Master of Forestry or Master of Environmental Management to qualified candidates at the end of the second year.



Candidates for the program should indicate to our admissions office that they wish to apply for the forestry and environmental studies curriculum. At the end of the first semester of the third year, the College will recommend qualified students for admission to the Duke School of the Environment. No application need be made to the School before that time. During the first semester of the junior year at Gettysburg, the student must file with the Office of the Dean of Academic Advising a petition for off-campus study during the senior year. All applicants are urged to take the verbal and quantitative aptitude tests of the Graduate Record Examination in October or December of their junior year.

The major program emphases at Duke are 1) Ecotoxicology and Environmental Chemistry; 2) Resource Ecology; 3) Water and Air Resources; and 4) Resource Economics and Policy. Programs, however, can be tailored with other individual emphases. An

undergraduate major in one of the natural or social sciences, management, or pre-engineering is good preparation for the programs at Duke, but students with other undergraduate concentrations will be considered for admission. All students contemplating this cooperative program should take at least one year of courses in each of the following: biology, mathematics (including calculus), economics, statistics, and computer science. In addition, organic chemistry is a prerequisite for the Ecotoxicology program and ecology for the Resource Ecology program. Please note that this is a competitive program and students are expected to have good quantitative analysis and writing skills.

Students begin the program at Duke in late August and must complete a total of 48 units, including a Master's degree project, which generally takes four semesters.

Some students may prefer to complete the Bachelor's degree before undertaking graduate study at Duke. The Master's degree requirements for these students are the same as those for students entering after the junior year. All credit reductions are determined individually and consider both the student's educational background and objectives.

Preprofessional Studies

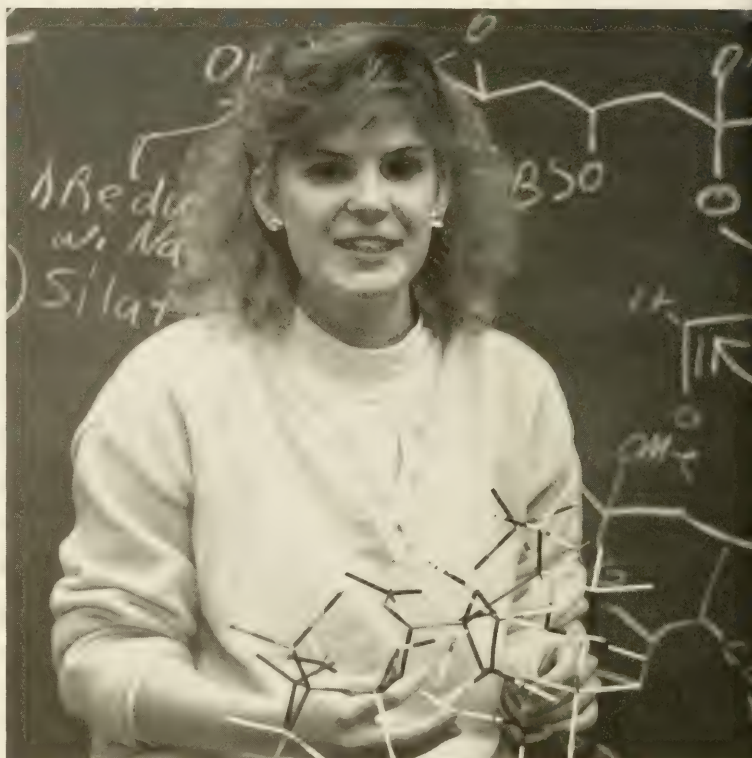
Prelaw Preparation Students planning a career in law should develop the ability to think logically, analyze critically, and to express verbal and written ideas clearly. In addition, the prospective law student needs a wide range of critical understanding of human institutions. These qualities are not found exclusively in any one field of study. They can be developed in a broad variety of academic majors. It should be noted that a strong academic record is required for admission to law school.

The College has a prelaw adviser to assist and advise students in their consideration of the legal profession and to aid them in gaining admission to law school. A brochure is available through the Office of Admissions and the Office of the Provost that describes prelaw preparation at Gettysburg. Students planning a career in law should review this brochure.

Preparation for Health

Professions The Gettysburg College curriculum provides the opportunity, within a liberal arts framework, for students to complete the requirements for admission to professional schools of medicine, dentistry, and veterinary medicine, as well as several allied health schools. Students considering a career in one of these fields are advised to schedule their courses

carefully, not only to meet the admission requirements for the professional schools, but also to provide for other career options in the event that their original choices are altered. The following courses will meet the minimal entrance requirements for most medical, dental, or veterinary schools: Biology 101, 112; Chemistry 111, 112; Chemistry 203, 204; Math 111 and 112 (for schools requiring a year of mathematics) or Math 111, 112 (for schools requiring a semester of mathematics); Physics 111, 112; two or three courses in English; and a foreign language through the intermediate level. Math 105-106 may be substituted for Math 111 in any of the mathematics requirements. Since completion of these courses will also give the student minimum preparation for taking the national admissions examinations for entrance to medical, dental, or veterinary school, it is advisable to have completed or be enrolled in these courses by the spring of the junior year when the tests ordinarily are taken. While most students who seek recommendation for admission to health professions' schools major in either biology or chemistry, the requirements can be met by majors in most other subjects with careful planning of a student's program. Premedical students are encouraged to choose electives in the humanities and social sciences and to plan their programs in consultation with their major advisers or a member of the Premedical Committee.



All recommendations for admission to health professions' schools are made by the Premedical Committee, normally at the end of the junior year. Students seeking admission to these professional schools must also take one of the following national admissions examinations: MCAT (medical), DAT (dental), VMAT or GRE (veterinary) or OAT (optometry). The Premedical Committee is composed of members from the Departments of Biology, English, Chemistry, and Physics with the Dean of First Year Students acting as chairperson. Because of the competition for admission to medical school, the Premedical

Committee recommends that a student maintain a high accumulative average (near 3.50) overall and in medical school required courses. Generally, students with a competitive accumulative average and a competitive score on the MCAT gain an interview at one or more medical schools.

The Premedical Committee has prepared a brochure about preparation at Gettysburg for the health professions. It is available from the admissions office and the Dean of First Year Students. Students interested in the health professions should obtain this brochure.

Hahnemann University's Graduate School of **Physical Therapy** will offer early acceptance (fall of the senior year) to students from Gettysburg College who meet the criteria for admission into the Entry-Level Masters Degree Program. Students may major in any department, although a major in Biology or Health and Physical Education is most common.

Regardless of major, eight science courses in three different departments (Biology, Chemistry and Physics) are required. Students who are eligible for early admission to the program will be recommended by the Premedical Committee at Gettysburg College and are required to interview at Hahnemann University during the fall semester of the senior year.

See also information about the College's Cooperative Programs in **Nursing** with the Johns Hopkins University and in Optometry with Pennsylvania College of **Optometry** on page 52.

The Premedical Committee holds periodic meetings to explain requirements for admission to health professions schools, to bring representatives of these schools to campus to talk to students, and to explore issues of interest to the medical professions. In the office of the Dean of First Year Students is a collection of materials about the health professions. It includes information about admissions requirements, guidebooks on

preparing for national admissions examinations, catalogues from many health professions schools, and reference materials on fields such as medicine, dentistry, veterinary science, optometry, pharmacy, podiatry, physical therapy, public health, and health care administration.

Senior Honors

The College awards the following honors to members of the graduating class. These senior honors are intended for students with four years' residence at Gettysburg College; grade point average computations are based on four years' performance.

1. Valedictorian—to the senior with the highest accumulative average.
2. Salutatorian—to the senior with the second highest accumulative average.
3. Summa Cum Laude—to those seniors who have an accumulative average of 3.750 or higher.
4. Magna Cum Laude—to those seniors who have an accumulative average of 3.500 through 3.749.
5. Cum Laude—to those seniors who have an accumulative average of 3.300 through 3.499.

The Academic Standing Committee may grant the above honors to students with transfer credit if they have satisfied the conditions of the

honor during at least two years in residence at Gettysburg College and have presented excellent transfer grades.

In addition to the above, departments may award Departmental Honors for graduating seniors based upon their academic performance in a major field of study. Departmental Honors are awarded to transfer students on the same terms as to other students since the computation for this award is not necessarily based on four years in residence at Gettysburg College.

Deans' Lists

The names of those students who attain an average of 3.600 or higher in either semester are placed on the Deans' Honor List in recognition of their academic achievements. Also, those students who attain an average from 3.300 to 3.599 are placed on the Deans' Commendation List. To be eligible for these honors, students must take a full course load of at least four courses, with no more than one course taken under the S/U grading option during that semester (except for students taking the Education Term who may take two courses S/U). First year students who attain an average of 3.000 to 3.299 are placed on a First Year Recognition List for commendable academic performance in their first or second semester.

Phi Beta Kappa

Phi Beta Kappa, founded in 1776, is the oldest Greek-letter society in America and exists to promote liberal learning, to recognize academic excellence, and to support and encourage scholars in their work. The Gettysburg College chapter was chartered in 1923 and is today one of 242 Phi Beta Kappa chapters in American colleges and universities, nineteen of which are in Pennsylvania. The Gettysburg chapter elects to membership about 5 to 10% of the senior class who have distinguished academic records and exhibit high moral character and intellectual curiosity. Election to Phi Beta Kappa is perhaps the most widely recognized academic distinction in American higher education.



Alpha Lambda Delta

Alpha Lambda Delta is a national society that honors academic excellence during a student's first year in college. It has 213 chapters throughout the nation. The purposes of Alpha Lambda Delta are to encourage superior academic achievement among students in their first year in college, to promote intelligent living and a continued high standard of learning, and to assist women and men in recognizing and developing

meaningful goals for their roles in society. Alpha Lambda Delta membership is open to Gettysburg students who attain a grade point average of 3.50 or higher during their first year at Gettysburg.

Prizes and Awards

The following prizes recognize outstanding scholarship and achievement. They are awarded at a Fall Honors Program in October or a Spring Honors Convocation held in April or May. Grades earned in required courses in physical education are not considered in computations for prizes or awards. Transfer students are eligible for prizes and awards.

Endowed Funds

Betty M. Barnes Memorial Award in Biology: The income from a fund, established by Dr. & Mrs. Rodger W. Baier, is awarded to a senior student with high academic ability preparing for a career in biology or medicine.

Baum Mathematical Prize: The income from a fund, contributed by Dr. Charles Baum (1874), is given to the current junior showing the greatest proficiency in mathematics.

John Edgar Baublitz Pi Lambda Sigma Awards: The income from a fund initiated by John Eberhardt Baublitz in honor of his father, John Edgar Baublitz (1929) who was the first president of the Gamma Chapter of Pi Lambda Sigma, is given annually to a senior major in economics, a senior major in management, and a senior major in political science.

Anna Marie Buddé Award: The income from a bequest from Anna Marie Buddé, Instructor and Assistant Professor of Voice 1953-1972, is given to the outstanding sophomore voice student.

Romeo M. Capozzi Athletic Training Room Award: The income from a bequest from Rose Ann Capozzi in memory of her late husband, Romeo M. Capozzi, is given to the student who has demonstrated the greatest degree of proficiency in Athletic Training Room techniques.



Oscar W. Carlson Memorial Award: The income from a fund, contributed by the family of Oscar W. Carlson (1921), is given to a senior who demonstrates excellent academic achievement through his or her junior year in three or more courses in the Department of Religion, including two courses above the 100-level.

John M. Colestock Student Leadership Award: The award, contributed by family and friends, is given to the senior student whose optimism, enthusiasm, and strength of character have provided exceptional leadership in student affairs.

Malcolm R. Dougherty Mathematical Award: The income from a fund, contributed by the Columbian Cutlery Company, Reading, Pa., in memory of Malcolm R. Dougherty (1942), is awarded to the current sophomore who during his or her first year of college had the highest average in mathematics and who is working to earn part of his or her college expenses.

Margaret E. Fisher Memorial Scholarship Award: The income from a fund, contributed by Dr. Nelson F. Fisher (1918) in memory of his mother, is awarded to a student who excels in one or more major sports and who achieves the highest academic average among winners of varsity letters.

Lena S. Fortenbaugh Memorial Prize : The income from a fund, established by the children of Lena S. Fortenbaugh (M.A. 1925) and Robert Fortenbaugh (1913), Professor of History at the College from 1923-1959, is awarded to the senior selected by the German Department on the basis of outstanding achievement in the study of German language and culture.

Holly Gabriel Memorial Award: A fund established by the friends and classmates of Holly Gabriel (1978) provides a memento and notation on a plaque in the office of the Sociology and Anthropology Department to a senior sociology major selected by the department who demonstrates superior academic achievement, concern for the welfare of others, and the intent to continue this service beyond graduation.

Samuel Garver Greek Prize: The income from a fund, contributed by the Rev. Austin S. Garver (1869) in memory of his father, is awarded to the student who has made the greatest progress in Greek during the first year of college.

Samuel Garver Latin Prize : The income from a fund, contributed by the Rev. Austin S. Garver (1869) in memory of his father, is awarded to the student who has made the greatest progress in Latin during the first year of college.

Graeff English Prize : The income from a fund established in 1866 is awarded to a senior selected by the English Department on the basis of outstanding achievement in the work of that Department.

David H. Greenlaw Memorial Prize : The income from a fund, contributed by Mr. and Mrs. Ralph W. Greenlaw in memory of their son, David H. Greenlaw (1966), is awarded to the student who has offered exceptional contributions to the college's theatre program.

Edwin T. Greninger Award in History : The income from a fund contributed by Edwin T. Greninger (1941) and a certificate are awarded to a student selected by the History Department on the basis of the quality of the student's paper written for any of the courses in the department.

John Alfred Hamme Awards : Two awards, established by John Alfred Hamme (1918), are given to the two juniors who have demonstrated in the highest degree the qualities of loyalty, kindness, courtesy, true democracy, and leadership.



Dr. Carl Arnold Hanson, President Emeritus, Leadership Award : The income from a fund contributed by his wife, Anne Keet Hanson, friends and alumni, in honor of Dr. Carl Arnold Hanson, President of Gettysburg College from 1961-1977, is awarded to a student who has achieved at least a 3.0 average in his/her major through the middle of the junior year and has demonstrated significant leadership abilities in one or more areas of college life as determined by the faculty.

Henry W. A. Hanson Scholarship Foundation Award : The income from a fund contributed by College alumni in honor of Henry W. A. Hanson and in recognition of his leadership of and distinguished service to Gettysburg College and to the cause of education in the Lutheran Church and the nation, is awarded to a senior who plans to enter graduate school in preparation for college teaching. The student must have taken the Graduate Record Examination. If the senior chosen cannot accept,

the next qualified candidate is eligible, and if no member of the senior class is chosen, a committee may select a member of a previous class.

Harry C. and Catherine Noffsinger Hartzell Award : The income from a fund, contributed by James Hamilton Hartzell (1924) in memory of his parents, is awarded to the outstanding junior student in the Department of Sociology and Anthropology. The selection of co-recipients may be made at the discretion of the Department.

James Boyd Hartzell Memorial Award : The income from a fund, contributed by James Hamilton Hartzell (1924) and his wife, Lucretia Irvine Boyd Hartzell, is awarded to a junior student majoring in economics or in management for outstanding scholarship and promise in these fields. The selection of co-recipients may be made at the discretion of the Departments of Economics and Management.

James Hamilton and Lucretia Irvine Boyd Hartzell Award: The income from a fund, contributed by James Hamilton Hartzell (1924) and his wife, is awarded to a sophomore student for outstanding scholarship and promise in the field of History. The selection of co-recipients may be made at the discretion of the History Department.

Mildred H. Hartzell Prize: The income from a bequest from Mildred H. Hartzell (1926) is awarded to a student who shows high quality in more than scholarship with preference being given to a member of Alpha Phi Omega, the national service fraternity, or other such organizations as may reflect similar quality and ideals.

Hassler Latin Prize : The income from a fund, contributed by Charles W. Hassler, is awarded to the best Latin student in the junior class.

John A. Hauser Meritorious Prize in Business : The income from a fund, contributed by the family of John A. Hauser, is awarded to an outstanding Management major who has achieved excellence in both academic studies and campus leadership while demonstrating good character and concern for high moral standards.

The Grace C. Kenney Award: The income from a fund, contributed by Grace C. Kenney, an educator for 39 years at Gettysburg College, is given to a junior or senior student selected by the combined staff of the Health and Physical Education Department and the athletic programs. First preference will be given to a student who has participated in Health and Physical Education studies, intramural or athletic programs, and has demonstrated the highest academic accomplishments and leadership skills.



Rev. George N. Lauffer (1899) and M. Naomi Lauffer (1898) Scholarship Award : The income from a fund is given each year to a junior who has maintained high scholarship and who evidences outstanding ability and character. It is understood that the recipient will complete the senior year at Gettysburg College.

Mr. and Mrs. William H. MacCartney Scholarship Award : The income from a fund, established by Michael Alan Berk and Kerry MacCartney Berk (1975), is given to a student on the basis of academic excellence, initiative shown in a work-study program, and contributions to the College through leadership in campus activities.

J. Andrew Marsh Memorial Awards : The income from the fund is presented each year to the sophomore and junior students of Gettysburg College who best exemplify the "whole person" concept through positive attitude, exceptional spirit, high standards, and notable achievement, both curricular and extracurricular.

Miller First Year Student Prize in Physics : The income from a fund, contributed by alumni and friends of the College in memory of George R. Miller (1919), is awarded to a sophomore for outstanding performance in physics as a first year student. The selection of the recipient may be made at the discretion of the Physics Department.

Miller Senior Prize in Physics : The income from a fund, contributed by alumni and friends of the College in memory of George R. Miller (1919), is awarded to a senior for sustained outstanding performance in physics. The selection of the recipient may be made at the discretion of the Physics Department.

Franklin Moore Award : The income from a fund, contributed by the friends of Mr. Moore, is given to the senior who, during his or her undergraduate years, has shown the highest degree of good citizenship and, by character, industry, enterprise, initiative, and activities has contributed the most toward campus morale and the prestige of the College.

Muhlenberg First Year Student Prize : The income from a fund, given by Dr. Frederick A. Muhlenberg (1836), is awarded to the first year student taking Greek or Latin who attains the highest general quality point average.



Muhlenberg Goodwill Prize: A certificate is awarded to a senior student "For growth during formative years at Gettysburg College in awareness of personal responsibility for the welfare of all peoples; for a degree of achievement in same during College years and in the hope of future accomplishment for betterment of Community, State and Nation."

William F. Muhlenberg Award : The income from a fund is awarded to two juniors on the basis of character, scholarship, and proficiency in campus activities.

Nicholas Bible Prize: The income from a fund, contributed by the Rev. Dr. J. C. Nicholas (1894), is awarded to the senior who has done the best work in advanced courses in religion.

Clair B. Noerr Memorial Award: An inscribed medal established by Constance Noerr (1958) in memory of her father, is awarded to a senior on the basis of proficiency in athletics, scholarship, and character.

Dr. John W. Ostrom Composition Awards: The income from a fund, contributed by Dr. John W. Ostrom (1926), is awarded to the student who achieves excellence and demonstrates the greatest improvement in first year composition (English 101) and to the student who achieves excellence and demonstrates the greatest improvement in advanced composition (English 201).

Dr. John W. Ostrom English Award: The income from a fund, contributed by Dr. John W. Ostrom (1926), is awarded to the student who has, in the judgment of the members of the Department of English, written the best expository essay for an upper level English course.

Vivian Wickey Otto Award: An award contributed by Vivian Wickey Otto (1946) through the Woman's General League of Gettysburg College is given to a student at the end of his or her junior year who plans to enter full-time Christian service work.



Keith Pappas Memorial Award: Notation on a plaque in the Office of the Dean of the College and a certificate is given annually as a memorial to Keith Pappas (1974), an honors graduate who made an extraordinary contribution to the life of this College and its people. This award is to be given to a current student who most significantly affects the College community through the quality of his or her participation in its functions and whose divergent contributions give form to what is called Gettysburg College.

Jeffrey Pierce Memorial Award: The income from a memorial fund established in honor of Jeffrey Pierce (1971), is awarded annually to a senior who, in the judgment of the Department, has reached the highest level of achievement in the field of history.

Martha Ellen Sachs Prize: The income from a fund, contributed by John E. Haas in memory of his aunt, a Lecturer at the College, is awarded to a student exhibiting excellence in English composition, with consideration given to improvement made during the year.

The Captain Michael D. Scotton (1982) Award: The income from a fund, established by David R. and Sally R. Scotton, parents of Michael D. Scotton, is awarded to a junior student who demonstrates a high degree of extracurricular activity and diligence to his/her academic work. The recipient will be selected in consultation with the Head Coaches of Women's and Men's Cross Country, Women's and Men's Track, and the Athletic Director.

Stine Chemistry Prize: The income from a fund, contributed by Dr. Charles M. A. Stine (1901), is awarded to a senior chemistry major on the basis of grades in chemistry, laboratory technique, personality, general improvement in four years, and proficiency in chemistry at the time of selection.

Earl Kresge Stock Writing Prizes: The income from a fund, contributed by Earl Kresge Stock (1919), is awarded to the three students who write the classroom papers judged best in the areas of the humanities, the sciences, and the social sciences.

Samuel P. Weaver Scholarship

Foundation Prizes: Prizes established by Samuel P. Weaver (1904) are awarded to the two students writing the best essays on an assigned topic in the field of constitutional law and government.

Earl E. Ziegler Junior Mathematics

Award: The income from a fund, contributed by Phi Delta Theta Alumni, is given in honor of Earl E. Ziegler, Associate Professor of Mathematics at Gettysburg College from 1935-1968, to the student who is majoring in mathematics and has the highest average in mathematics through the end of the junior year.

Earl E. Ziegler Senior Mathematics

Award: The income from a contribution by Earl E. Ziegler, Associate Professor of Mathematics at Gettysburg College from 1935-1968, is awarded to the mathematics major who has achieved the highest average in mathematics through the middle of the senior year.

Edwin and Leander M. Zimmerman

Senior Prize: The income from a fund is given to the senior whose character, influence on students, and scholarship have contributed most to the welfare of the College.

John B. Zinn Chemistry Research

Award: The income from a fund, contributed by Frances and John Zinn in honor of John B. Zinn (1909), who was Professor of Chemistry at the College from 1924-

1959, is awarded to the senior making the greatest contributions in his or her own research in Chemistry and to the research activities of the Chemistry Department.

Unendowed*Charles W. Beachem Athletic Award :*

The Department of Health and Physical Education presents a trophy in memory of Charles W. Beachem (1925), the first alumni secretary of the College. Based on character, scholarship, and athletic achievement, the award is given to a senior student.

C. E. Bilheimer Award : Notation on a plaque and a memento are given to the senior major in health and physical education with the highest academic average.

Esther Brandt Chemistry or Biology

Award: An award, contributed by Mr. and Mrs. Walter Brandt and Ms. Loel Rosenberry in honor of Esther Brandt, is given to a junior or a senior who has demonstrated academic excellence through the highest grade point average in the declared major of Chemistry or Biology.

Archie and Flo Butler English Award:

An award, contributed by Mr. and Mrs. Walter Brandt and Ms. Loel Rosenberry in honor of Archie and Flo Butler, is given to a junior or senior with a declared English major who has demonstrated academic excellence through the highest grade point average in English.

Delta Phi Alpha Prize: A book on German culture is awarded to the outstanding student for the year in the German Department.

Anthony di Palma Memorial Award:

An award, established by the family of Anthony di Palma (1956), provides a book to the junior having the highest marks in history. Other things being equal, preference is given to a member of Sigma Chi fraternity.

Dwight D. Eisenhower Society/R. M.

Hoffman Family Memorial Prize in Economics : The income from a fund, provided by the R. M. Hoffman Family Memorial Trust through the Dwight D. Eisenhower Society in memory of Gettysburg businessman, R. M. Hoffman, is awarded annually to the student writing the best quantitative paper or project (with public policy implications) in economics.

Dwight D. Eisenhower Society/R. M.

Hoffman Family Memorial Prize in Management : The income from a fund, provided by the R. M. Hoffman Family Memorial Trust through the Dwight D. Eisenhower Society in memory of Gettysburg businessman, R. M. Hoffman, is awarded annually to the outstanding senior in each of the Management Department's four concentrations.

Julius Eno Physics Prize: An award, contributed by Julius Eno, Jr., is awarded to the outstanding junior majoring in physics.

French Cultural Counselor's Award : A book presented by the Cultural Counselor of the French Embassy is awarded to a senior for outstanding achievement in French.

Gettysburg College Award in Athletics : An award is given by the President of the College to a student who excels in one or more major sports and who achieves the highest academic average among winners of varsity letters.

Gettysburg College Award in History : An award is given by the President of the College to the senior who, in the judgment of the Department, has reached a high level of achievement in the field of history.

Gettysburg College Student Leadership Award : An award is given by the President of the College to a senior student whose enthusiasm, energy, and contributions in student affairs demonstrated outstanding leadership.

Frank H. Kramer Award : The award is given by Phi Delta Theta fraternity, in memory of a former Professor of Education, to a senior for the excellence of his or her work in the Department of Education.

Pennsylvania Institute of Certified Public Accountants Award : This award, sponsored by the Pennsylvania Institute of Certified Public Accountants, is presented to a senior selected by the faculty of

the Management Department who has demonstrated excellence in the area of accounting and who, by participation in campus activities, shows qualities of leadership. Eligibility for this award is based on the satisfactory completion of a substantial number of accounting courses.

Psi Chi Award : The award is given to a senior psychology major, in the spring of his or her senior year, who shows promise in the field of psychological endeavor. Other things being equal, preference is given to a member of Psi Chi.

Psi Chi Junior Award : An award is given to a senior psychology major who has displayed outstanding potential and initiative throughout his or her junior year.

Dr. George W. Stoner Award : The income from a fund is awarded to a worthy senior accepted by a recognized medical college.

Sigma Alpha Iota College Honor Award : Sigma Alpha Iota, an international music fraternity, gives an award each year to a student in the local chapter who has exemplified the highest musical, scholastic, and ethical standards, whatever the class standing. Contributions to the local chapter of Sigma Alpha Iota and participation in Music Department activities are important criteria for selection.

Sigma Alpha Iota Honor Certificate : Sigma Alpha Iota annually awards in each chapter an honor certificate to the graduating senior who holds the highest academic average among music majors.

Student Life Council Award : A certificate is awarded to a student in recognition of the quiet influence he or she has exerted for the improvement of the campus community.

Wall Street Journal Student Achievement Award : The award of a paperweight and a year's subscription to the *Wall Street Journal* is presented to a senior in the Department of Economics and to a senior in the Department of Management who have shown outstanding academic achievement in the study of finance and economics.

Charles R. Wolfe Memorial Award : An award is given by Alpha Xi Delta to a graduating senior on the basis of scholarly endeavor, warmth of personality, and dedication to the College.

Marion Zulauf Poetry Prize : The income from a fund, established at The Academy of American Poets by Sander Zulauf (1968) in memory of his mother, is presented annually to that student who writes the winning entry in a poetry contest sponsored by the Department of English.



$$\int_a^b f(x) dx = \lim_{n \rightarrow \infty} \frac{b-a}{n} \sum_{i=1}^n f(x_i)$$

By the FTC
if $F'(x) = f(x)$

$$\int_a^b f(x) dx = F(b) - F(a)$$





GETTYSBURG

Courses
of Study

Each year the registrar's office issues a listing of courses to be taught during the fall and spring semesters and the times they will be taught. Students should consult this announcement of courses to obtain the most current information about course offerings since the College does not offer every course listed in the following pages each year.

Usually, courses numbered 100-199 are at a beginning level. Intermediate courses are numbered 200-299. Courses numbered 300-399 are at an upperclass level. Courses numbered 400 and above are advanced seminars, internships, and individualized study.

Courses which are listed with two numbers, e.g., Biology 101,102, span two semesters. For courses separated by a hyphen, the first numbered course must be taken as a prerequisite for the second. Where the two numbers are separated by a comma, either of the semesters of the course may be taken independently of the other.

The College and distribution requirements for the degree are listed on page 24 and for a B.S. in Music Education on page 41. Courses to meet the distribution requirements are offered in various departments.

Following is a listing of the courses that satisfy each of the distribution requirements. The department introductions and course listings on the following pages indicate to a greater degree the specific courses which fulfill certain requirements.

Requirements Courses that fulfill the requirement

Writing Proficiency	English 101 (or exemption by examination).
First Year Colloquy	First Year Colloquy (FC) 100, but taught by professors from various departments.
Foreign Language	French 201-202, 205; German 202; Greek 202; Japanese 202; Latin 202 or 203; Portuguese 202; Russian 202; Spanish 202, 205.
Arts	Art (all courses in history and theory); English 205; IDS 267; Music 101 through 110, 141, 244, 313, 314 or four semesters of applied music instruction with departmental permission. Theatre Arts (all courses except ThA 214, 328, 329).

Health and Physical Education	Any HPE quarter course.
History/Philosophy	Classics 121, 122; Greek 251; Latin 251; French 311, 312; German 211, 212, 213; Spanish 310, 311; IDS 206, 211, 227, 228; Latin American Studies 140; History (all courses except Hist 300); Philosophy (all courses).
Literature	African American Studies 216; Classics 262, 264, 266; French, German, Greek, Latin and Spanish Literature, but not language or civilization courses; IDS 103,104, 235, 237, 238, 246, 247; English (all courses except Eng. 101, 201, 203, 205, 206, 208, 209, 305 and courses in speech and most theatre arts). Theatre Arts 214, 328, 329. Women's Studies 216, 217, 219.
Natural Science	Biology 101, 102 or 101, 112; Chemistry 101, 102 or 111, 112; Astronomy 101, 102; Physics 101, 102 or 111, or 111, 112.
Religion	(all 100- and 200-level courses) IDS 267.
Social Sciences	Anthropology (all courses); Economics 103, 104; Political Science 101, 102, 103, 104; Psychology 101; Sociology (all courses except Sociology 302, 303).
Non-Western Culture	African American Studies 130, 233; Anthropology (all courses except Anth 102); Art 227; Economics 326, 337, 338; French 331; Hist 221, 222, 224, 271, 272, 321; IDS 227, 228, 235, 237, 238, 285, 312; Mus 102; Political Science 263, 270, 271, 362; Religion 108, 241, 242, 245; Sociology 219.

First Year Colloquy

Professor Neil Beach, Director

This required seminar, which employs common requirements and content for all first year students, is designed to strengthen reasoning, writing, and speaking skills. Using a multi-disciplinary theme as a focus, students analyze readings, films, and other presentations through intensive writing and discussion. Previous themes for the Colloquy were "Social Justice," "Revolution," and "Knowing"; the current theme is "Trading Eyes: Exploring Alternative Visions."

Over 30 instructors from a wide variety of disciplines teach the Colloquy in sections of no more than 16 students each. Students take the Colloquy in either the fall or spring term.

African-American Studies

African-American Studies Program Advisory Council
Associate Professors Frank Chiteji, Coordinator (African American Studies, History), George Fick (History), Frederick Michelman (French), Robert Winas (English), Liliane Floge (Sociology, Associate Provost). Assistant Professors Deborah Barnes (English) Edward DeClair (Political Science) Maria Zielena (Spanish). Parker Johnson, Dean, Intercultural Resource Center

Overview

African-American Studies is an interdepartmental program which focuses on an examination and analysis of African-American experiences, institutions and perspectives. (African-American Studies is here broadly defined as the study of peoples of Africa and the African diaspora). Gettysburg College offers courses in African-American Studies for all students wishing to become aware of the history, cultures and societies of Black people worldwide. These courses are offered in a variety of academic departments and taught by persons with interest and background in African and African American Studies. Subject to the approval of the Coordinator of African-American Studies students can declare African American Studies as a special major or minor field of concentration.

The African-American Studies emphasizes the social sciences and humanities, and may include a range of courses as well as opportunities for independent and off-campus study.

Requirements and Recommendations

The Program offers a minor field of concentration and a special major in African-American Studies. Students wishing a minor field of concentration are required to complete six courses which must include African American Studies 130 and 401. Four others may be taken from any of the following: African American Studies 216, 217, 233; History 238, 271, 272; Economics 337; English 250, 349; Religion 224 and Sociology 209

Students may also elect to have a special major in African American Studies which can be done in cooperation with the Interdepartmental Studies. Those wishing a special major should consult the Coordinator of the program.

Students with a minor or a special major of concentration in African American Studies are able to go to law school, medical school, and graduate school in varied disciplines, or may obtain employment in business, education, government, and social service organizations. Others may choose to maintain their involvement with African and American concerns and causes.

Distribution Requirements

The following courses meet the distribution requirement in non-Western Culture: African American Studies 130, 233, Interdepartmental Studies 235, 312, History 271, 272 and Economics 238.

Course Offerings

African American Studies

130 Introduction to African-American Studies.

Considers the African American within the broader context of the African Diaspora. Students are introduced to a broad range of themes in their historical context, from the African origin to the formation of African American societies and cultures in the African diaspora. Other themes include: the enslavement of Africans, the rise and fall of slavocracy, and the era of the Civil Rights Struggles.

Mr. Chiteji

152 Sociology of Black Consciousness: The Caribbean and the United States.

A study of the sociology of Black consciousness which has swept Africa and its Diaspora in the twentieth century. Special attention will be given to the United States and the Caribbean. This course examines the Garvey movement, the Harlem Renaissance and the Pan African movement, and the nature of African American/African Caribbean cooperation. This course also introduces students to the sociology of black

political though and to the role played by the United States in fostering the growth of black consciousness.

Ms. Brodber

216 African American Literature. An overview of African American literature, from the slave narrative to contemporary fiction. The course will focus on the ways that African American literature is both inside and outside the traditional canon of American literature. Students will look at home African American literature reflects the African American experience, and at different definitions of "Black Aesthetics." The course also includes such writers as Phyllis Wheatley, Frederick Douglass, Charles Waddell Chestnutt, Nella Larsen, Zora Neale Hurston, Margaret Walker, Charles Johnson, and Toni Morrison. Fulfills the literature requirement.

Ms. Berg

217 Slavery and the Literary Imagination. Study of various forms of discourse on American chattel slavery—authentic emancipatory narratives written by ex-slaves; slave narratives recorded by WPA writers; socio-historical essays; neo-slave narrative written by contemporary novelists; poetry, ballads, spirituals and folklore. Students will examine the experiences of the middle passage, chattel slavery, and emancipation as it has been described by African American writers. This course will include primary works by Olaudah Equiano, Frederick Douglass, Harriet Jacobs, Octavio Butler, Sherley Anne Williams, Charles Johnson, Toni Morrison, David Bradley, and Ernest Gaines.

Ms. Barnes

233 Southern African: History, Conflict and Change. It introduces students to a dynamic and yet conflict-ridden part of the African continent. It also provides students with the historical context which would enable them to view the infolding events in the region in their proper perspective. The course starts with the characteristics of the pre-colonial societies and the nature of their early contact with the European settlers in the 17th century, the triumph of the white immigrants over the indigenous Africans, the rise emergence of South Africa as a regional economic power, and the social contradictions that have come characterize what is now called the Republic of South Africa. A subject of special attention will be the internal and external opposition to racial oppression.

Mr. Chiteji

400 African American Studies Seminar. Topics will vary each year.

Mr. Chiteji

Economics

326 African Economic History. Examines intensively Africa, using the framework of economic analysis and political economy to consider economic history, growth, and development within Africa.

Mr. Kallon

337 Political Economy of The African Diaspora. Examines the origins and development of capitalism and the contribution of Third World people and minorities in the United States to the process and continued growth of capitalist development. It also examines current economic, social, and political issues as they relate to, and effect, Third World peoples. Prerequisites: Economics 103, 104.

Mr. Gondwe

338 Economic Development. Examines the economic and non-economic factors accounting for the economic growth and development of less-developed areas of the world. Various theories of economic and social growth and development will be analyzed, and major policy issues will be discussed. Prerequisites: Economics 103, 104. Satisfies distribution requirement in non-Western Culture.

Mr. Gondwe

English

250 Harlem Renaissance and Chicago

Renaissance. This course defines, examines, and differentiates between two important African American literary movements — the Harlem Renaissance and the Chicago Renaissance — through the major fiction, poetry, and prose writers of the period.

Ms. Barnes

349 Major Contemporary African-American

Women Writers. This course will explore the social, cultural, and domestic concerns of the contemporary African American Women. Students will examine the impact of integration on the Black women's self-conception, self-expression, and autonomy. The course will place critical emphasis on race, gender, and class as these influence the Black woman's role as culture-bearer in the novels of Alice Walker, Morrison, Naylor, Shange, Marshall, Bambara, and Butler.

Ms. Barnes

History

233 Mission, Destiny and Dream in American

History. An introduction to American history from the seventeenth century to the present by focusing upon the intertwining themes of the American people's belief in their unique mission and destiny in the world and their dream of creating a just and

prosperous society. Students will probe the varying manifestations of these themes through major events and movements in American social, economic, and cultural life and in politics and diplomacy.

Mr. Forness

236 Urbanism in American History. An introduction to American history from the perspective of urbanism. Beginning with the colonial town and continuing to the megalopolis of the mid-twentieth century, students will investigate the nature of urban life and its influence upon the course of American development.

Mr. Forness

238 African American History. Focuses on aspects of the African American experience from the 17th century to the present; special attention will be given to the slave experience; emancipation and reconstruction; racial attitudes; the northward migration of African Americans in the 20th century; and the Civil Rights movement of the 1950s and 1960s.

Mr. Birkner

271, 272 African History and Society. History 271 starts from the earliest evolution of humankind, the course examines the history of Africa through the millennia of the Stone Age to the rise of and decline of the states and societies of Africa in the ancient and medieval world. Students will also examine state formations, Africa's relationship to the world economy, and European era of exploration, conquest and colonization. History 271 continues from the 1880s and the events and processes leading to decolonization and the post-colonial developments.

Mr. Chiteji

335, 336 American Social and Culture History. Traces America's major social, religious, artistic, and philosophical movements and their immediate and long-range impact on American Revolution, History 335 covers the period to the Civil War. History 336 continues from that period to the present. Not offered every year.

Mr. Forness

Interdepartmental Studies

235 A survey in English of modern sub-Saharan African literature. After an introductory section on background and the oral tradition, the course will treat the primary themes of this writing, many of which bear the stamp of colonial experience and its aftermath. Representative novels, plays and poetry will be read and discussed for their artistic value and cultural insights.

Mr. Michelman

312 Ancient Egypt: Its Language, Literature, Art and History. A study of Ancient Egypt's culture as reflected in its language, literature, and art. Although the student's study of the Egyptian language itself will be confined to the script, vocabulary and grammar of the Middle Kingdom (c.2240-1570 B.C.E.), Egypt's literature and art from 2900-1100 B.C.E. will be presented in their historical context. Fulfills distribution requirement in non-Western culture and may be counted toward the requirements for a religion major.

Mr. Moore

Music

102 World Music Survey. A study of various selected music cultures found around the world with particular emphasis on non-Western regions of sub-Saharan Africa, the mid-East, and Asia.

Staff

Political Science

263 The Politics of Developing Areas. Introduction to the study of political underdevelopment, including approaches to Third World politics; the nature of traditional politics; disruptions caused by colonialism and imperialism; the reformation of domestic politics; contemporary political processes and problems. Prerequisites: PS 104 or permission of Instructor.

Staff

Religion

140 Religion and Politics in the Twentieth Century U.S. A survey of the relationship between religion and public life since 1900. Emphasis will be on the constitutional framework which guides the church-state debate, and on efforts to use religion to influence political policies and social values. Supreme Court decisions, Martin Luther King, Jr. and the Civil Rights Movement, the Catholic Worker Movement, and the Moral Majority will be included.

Staff

223 Religions in U.S. An investigation of the religious history of the American people from the seventeenth century to the present. This course will focus upon the varieties of American religious experience. It will explore the Protestant, Roman Catholic, and Jewish traditions along with indigenous movements such as Mormonism and Christian Science.

Staff

224 Religions of Black Americans. An examination of the religious traditions of Black Americans from "slave religion" to the present. The course will concentrate on the religious beliefs of African Americans and the ways those beliefs have been used to develop

strategies to achieve freedom and justice. The general approach of the course will be historical. Among the subjects to be covered will be the influence of Africa religion, African American religious nationalism, Pentecostalism, spirituals and gospel music, and the civil rights movement. To be offered in alternate years.

Staff

321 Martin Luther King, Jr. Half-credit course. An examination of the religious thought and civil rights activity of Martin Luther King, Jr. The course will investigate the religious sources and effectiveness of King's strategy of nonviolent resistance. King's major civil rights campaigns, his protest against the Vietnam War, and his work for economic justice will be evaluated. Special attention will be paid to the theology which provides the foundation for King's work. Prerequisite: One course in a related subject (such as Rel 140, Rel 224, or an African American Studies course), or permission of the instructor.

Staff

Sociology

209 Racial and Ethnic Relations in America.

Comprehensive study of ethnic and minority relations. Theoretical perspectives include immigration and assimilation, prejudice and discrimination, and the structure of the ethnic community. The study of African American, European immigrant, and Asian American communities is emphasized. Prerequisites: Sociology 101.

Mr. Emmons

Individualized Study An individual tutorial, research project, or internship requiring the permission of an instructor who will supervise the project. The instructor can supply a copy of a statement of departmental policy regarding grading and major credit for different types of projects. Either semester.

Staff

Art

Professor Paulson

Associate Professors Agard, Trevelyan (*Chairperson*)

Instructor Small

Adjunct Professor Annis

Adjunct Instructors Blair, Hanley, Ramos, and

Winship

Overview

The art department has the following major objectives: (1) to educate the visual sensibilities beyond the routine responses, toward an awareness of the visual environment around us, as well as cognition

of works of art as the living past; (2) to study the historical cultural significance and aesthetic structure of architecture, painting, and sculpture, and the enduring dialogue between continuity and change; (3) to teach the history of art and the practice of art as separate-but-interrelated disciplines; (4) to provide the interested major with a curriculum which will give her or him a foundation for graduate or professional study leading to a career in high school or college teaching, to commercial art and industrial design, or as a professional painter, sculptor, or printmaker.

The department offers to prospective majors a flexible program of study in interrelated studio and art history courses. It encourages students from disciplines other than art to select from both types of courses.

Requirements and Recommendations

Requirements for students concentrating in studio art are as follows.

- 1) Art 141, 145, 146, 120, and either 210, 322, 335, or 318.
- 2) At least one course each in painting, printmaking, and sculpture.
- 3) Additional courses in at least two of the three disciplines listed in #2, or photography.
- 4) A minimum of two additional courses in the area of history and/or theory of art, 111 and 112. Students are encouraged to take additional courses in the discipline of their special interest and competence.
- 5) Participation in the senior show at the end of the second semester of the senior year.

Students intending to concentrate in studio art are advised to take the following courses.

- A) Art 141 and 145 in their first year of college if their interests will lead to an emphasis in painting and printmaking.
- B) Art 141, 145, and 146 in their first year of college if their interests will lead to an emphasis in sculpture/painting or sculpture/printmaking.
- C) Art 120 and 210 or 322 or 335 in the first year of college or sophomore year.

Requirements for majors concentrating in the history of art are as follows.

- 1) Art 120 and a minimum of eight additional courses in art history. These courses must include at least two (2) 300-level courses and Art 400. They will be selected by the student in consultation with the adviser, in order to meet his or her projected needs and to construct a coherent program.

- 2) Two basic studio courses in order to sharpen visual perception and foster an understanding of visual structure.

Students intending to concentrate in the history of art should take Art 111, 112, and 120 in the first year of college.

Students interested in minoring in studio art are advised to take the following courses.

- 1) Four studio courses.
- 2) Two art history and/or theory of art courses.

Students interested in minoring in art history are advised to take the following courses.

- 1) Art 120.
- 2) Three additional art history and/or theory of art courses.
- 3) One 100-level studio course.
- 4) One 200-level studio course.

N. B. Students minoring in either art history and/or theory of art or studio art should be reminded that no more than two 100-level courses are acceptable to fulfill the College's requirements for a minor.

Distribution Requirements

Any course in the area of history and theory of art may be counted toward the distribution requirement in arts, with the exception of History of the Cinema, which does not.

Special Facilities

The new 1,660 sq. foot Schmucker Hall Art Gallery displays over ten different exhibitions each year. Included in the gallery calendar are works by professional artists, a faculty show, a student show, several senior art major shows, and numerous theme and specially funded exhibitions. A collection of approximately 45,000 color slides supports the teaching of art history and studio classes. Available to students is a corresponding collection of 20,000 opaque color reproductions of architecture, painting, and sculpture. Art museums in Washington, D.C., Baltimore, and Philadelphia, as well as art exhibits at the College, make possible the necessary contact with original works of art. The department has presses for relief, surface, and intaglio printmaking. For sculpture it has both gas and electric welding equipment; air power tools for working in wood stone, and plastic; two kilns for ceramic arts; a small foundry for bronze casting; and heavy lifting beams and hoists.

History and Theory of Art

111, 112 Ideas and Events Behind the Arts

Introductory study of the visual arts from prehistoric times to the nineteenth century. Class will examine reasons for changes in the content, form, and function of two-dimensional and three-dimensional art. Exercises in visual analysis of individual works develop critical methods. Fulfills distribution requirement. Juniors and seniors only by permission of the instructor.

Ms. Small

120 Theory of the Visual Arts A course to give the liberal arts student a basic approach to visual experience. Class examines factors which relate to the making of art, functions of art, and viewer relationships with art including methods of analysis. In addition to class lectures and discussions, sessions of hand-on experience assist students in understanding the processes of making visual imagery. Fulfills distribution requirement in the arts. Juniors and seniors only by permission of the instructor.

Ms. Small

201 Arts of Ancient Greece and Rome An introduction to the painting, sculpture, and architecture of the classical world, focusing on cultural and intellectual differences between the people of these two civilizations as reflected in the arts of both. Fulfills distribution requirement in the arts. Juniors and seniors only by permission of the instructor.

Staff

202 Arts of the Middle Ages Survey of the arts of the Medieval period and their development from the Roman catacomb through the high Gothic cathedral. Analysis of art as a reflection of changing political and social conditions in Europe, with particular emphasis on liturgical arts in the Middle Ages. Fulfills distribution requirement. Recommended prior course: Art 111 or Art 201.

Mr. Ramos

205 The Arts of Northern Europe: A.D.1350-1575

An analysis of artistic developments in Northern Europe from late Gothic times through the turbulent period of the Reformation. The works of many artists including Jan Van Eyck, Claus Sluter, Hieronymous Bosch, Hans Holbein and Albrecht Durer will be explored to discover the ways in which social, political and intellectual developments are mirrored in the art of that period. Fulfills distribution requirement in Arts. *Prerequisite:* Art 201 or any one-hundred level art history course or permission of instructor. Alternate years. Offered Spring 1994.

Staff

206 European Painting 1700-1900 Introduction to eighteenth century painters in Italy, France, and England and their relationship to the Enlightenment. Major emphasis on the evolution of painting in France during the nineteenth century in relation to the changing social, political, and philosophical climate. Special attention will be given to impressionism and post-impressionism. Alternate years. Fulfills distribution requirement in the arts. *Prerequisite:* Art 111 or Art 112 or Art 120 or Art 201 or permission of the instructor.

Ms. Small

210 Twentieth Century European Painting Study of the schools and critical writings surrounding the major figures. Such movements as Art Nouveau, Nabis, Fauvism, Cubism, Futurism, German Expressionism, De Stijl, Dada, and Surrealism will be considered. Fulfills distribution requirement in the arts. Recommended prior courses: Art 111 or Art 112 or Art 120.

Ms. Small

215 German Art from Middle Ages to Today (See description for Fall Semester in Cologne, Germany under Department of German.)

217 History of Modern Architecture Study of the character and development of modern architecture and the contributions of Sullivan, Wright, Gropius, and Corbusier toward creating new environments for contemporary society. Alternate years. Fulfills distribution requirement in the arts. *Prerequisite:* Art 111 or Art 112 or permission of the instructor.

Mr. Annis

221 Eighteenth and Nineteenth Century American Painting Survey of American painting from the Colonial Period to 1900, studied in relationship to developments in Europe, and with emphasis on the response of art to the changing social and technological environment in America. Alternate years. Fulfills the distribution requirement in the arts.

Ms. Small

227 Arts of the First Nations of North America A survey of the arts created by the original inhabitants of North America, emphasizing the cultural and religious traditions that formed the basis for most of it. Emphasis will be on developing an understanding and appreciation of the fundamental differences between the arts and cultures of Native people and those of modern Western cultures, as well as aspects of similarity. The arts and people of every major geographical region in North America will be examined. Fulfills the distribution requirement in the arts and the distribution requirement in non-Western culture.

Ms. Trevelyan

238 History of Cinema: 1919-Post World War I A survey of movie making from its inception as a medium to the Post World War II era. This course does not fulfill the distribution requirement in Arts or any requirements for the Art major or minor.

Ms. Hanley

239 History of Cinema: Post World War II-Present A survey of movie making from the Post World War II era to the present. This course does not fulfill the distribution requirement in Arts of any requirements for the Art major or minor.

Ms. Hanley

303 Painting, Sculpture and Architecture in the Italian Renaissance A survey of the visual arts during the centuries that, in many ways, mark the boundary between the ancient world and the modern one. The course will approach the arts of the period from this perspective. Many of the artists and monuments included are traditionally acknowledged to be among the finest in the history of art, including the works of Michelangelo, Leonardo da Vinci, Raphael, and Titian. A secondary focus of the course will be to question and explore the reasons why the art of this period is so acclaimed. Fulfills distribution requirement in the arts. *Prerequisite:* Art 111 or Art 112 or Art 201 or permission of the instructor.

Ms. Trevelyan

307 The Mannerist and Baroque Periods in European Art A study of painting, sculpture, and architecture in Europe from the first decades after the Reformation through their transformation under the impact of the Counter Reformation. Artistic developments in Italy will be discussed as well as allied approaches in northern Europe and Spain. The works of some of the world's best known artists will be examined— including Bernini, Caravaggio, Rubens, Rembrandt, Vermeer, El Greco, Velasquez, and Poussin. Fulfills distribution requirement in the arts. *Prerequisite:* Art 201 or any 100-level art history course or permission of instructor. Alternate years.

Staff

318 Post-Modern Art A critical examination of the art forms and issues which identify the current post-modern phase of twentieth-century art. Past and current usages of the terms "modern" and "avant-garde" will be explored in the context of contemporary modes of visual expression, art criticism, communications technology and cultural pluralism. *Prerequisite:* two courses in art history and/or theory or permission of the instructor.

Mr. Annis

322 Painting in America Since 1900 Survey of twentieth-century painting. Two basic themes of the course are the changing social role painting as America's self-image develops and the aesthetic role of the eclectic process. Fulfills the distribution requirement in the arts. Recommended prior course: History 132.

Ms. Small

400 Seminar An advanced study of a specific issue in art history. Although the approach will vary to some extent according to the specific topic, common denominators will be a close examination and analysis of art objects and a thorough investigation of the historical and social background. Students will develop skills in advanced verbal and visual research, written and oral projects, and critiques. Topics will be selected according to interest in significant areas not otherwise covered in course offerings. Topics presently under consideration are: Ruskin and the Nineteenth Century, Influence of Japanese Prints on Western Painting, American Female Artists since 1945. Alternate years for one semester. *Prerequisites:* Minimum of three art history courses, at least one of which is a 300-level course, or permission of the instructors.

Ms. Trevelyan, Ms. Small

Studio Courses

The purpose of all studio courses is to sharpen the sense of sight; coordinate mind, hand, and eye; develop the ability to organize visual material; and to integrate the intuitive and rational into creative activity. Lectures accompany basic studio courses when necessary to relate theory and practice. The Lora Qually Hicks memorial fund, established by family and friends in honor of Lora Qually Hicks (Class of 1971), provides funds for the purchase of works created by Gettysburg students.

141 Introduction to Drawing An introductory course. Drawing from the model and controlled studio problems. Intended to promote coordination of the hand and the eye to achieve a degree of technical mastery over a variety of drawing tools. Emphasis will be placed on line quality, techniques of shading, negative-positive relationships, figure-ground relationships, form, structure, and an awareness of the total field. Offered fall semester only. Open to first year students and sophomores only.

Mr. Agard

145 Basic Design (two-dimensional) An introductory course to help the student develop a capacity to think and work conceptually as well as perceptually, and to provide a basic discipline with which to organize a variety of materials into structural and expressive form. Open to first year students and sophomores only.

Mr. Agard, Ms. Hanley

146 Basic Design (three dimensional) An introductory course extending the basic disciplines of 141 into the third dimension. Projects introduce materials such as clay, plaster, wood, and metal. The intent of this course is to assist students in organizing three-dimensional forms. Open to first year students and sophomores only.

Mr. Paulson

251 Introduction to Painting Development of a series of paintings according to a thematic image. Assigned problems are designed to introduce a variety of conceptual, procedural, and experimental possibilities. *Prerequisite:* Art 141 or permission of the instructor. Recommended prior course: Art 322.

Mr. Agard, Mr. Winship

252 Intermediate Painting Development of unique and experimental techniques, procedures, images, presentations, and textural applications. A series of paintings is developed. Alternative concepts and methodology are discussed. Students are referred to works by artists who have related aesthetic interests. *Prerequisites:* Art 141 or permission of the instructor and Art 251.

Mr. Agard

255 Introductory Printmaking An introductory course in printmaking. The creative process as conditioned and disciplined by the intaglio techniques. Discussion of past and contemporary methods, and the study of original prints. *Prerequisites:* Art 141 or permission of the instructor.

Mr. Paulson

256 Printmaking Also an introductory course in printmaking. Experimental work primarily concentrating on lithography, serigraphy, and cameo techniques. *Prerequisite:* Art 141. Recommended course: Art 145.

Mr. Paulson

261 Introductory Sculpture An introduction to the fundamentals of three-dimensional forms and modes of expression involving creative problems in the organization of space, mass, volume, line, and color. Correlated lectures and demonstrations will be used to acquaint the student with those aspects of sculptural history and theory relevant to studio projects. This course is intended for the general student as well as the art major. *Prerequisite:* Art 146 or permission of the instructor. Recommended prior course: Art 335.

Mr. Paulson

262 Sculpture A program of studio projects (arranged by the instructor and the student) concerned with developing an individual approach to

three-dimensional form, with concentration in directly fabricating techniques involving a series of experiments in spacial organization. *Prerequisites:* Art 146 or permission of the instructor, and Art 261. Recommended prior course: Art 335.

Mr. Paulson

263 Ceramics An introduction to earth (clay), the most basic of materials as a medium for personal three-dimensional expression. The material will be approached as a tectonic structural medium as it is used by the potter but in an intellectual and poetic sculptural application.

Mr. Paulson

265 Photography

An introductory course in photography with a concentration on camera usage, design theory, and darkroom techniques as tool of the Black and White creative process. Additional emphasis on origins, evolution and relationship of the photographic image to contemporary materials and methods. *Prerequisite* Art 141 or 145 or Permission of instructor.

Mr. Blair

341 Intermediate Drawing Intermediate studio problems: emphasis on drawing concepts and the development of individual student concerns in a series. *Prerequisites:* Art 141 or permission of the instructor, and Art 142. Offered spring semester only.

Mr. Agard

351 Advanced Painting Advanced studio problems: emphasis on painting concepts and the development of individual student concerns in a series. *Prerequisites:* Art 141 or permission of the instructor, Art 251, 252, 322. Offered odd years only.

Mr. Agard

355 Advanced Printmaking Experimental printmaking concentrating on personal development of one method and exploration. *Prerequisites:* Art 141 or permission of the instructor, and Art 255, 256.

Mr. Paulson

361 Advanced Sculpture Further exploration of individual three-dimensional concerns with concentration in one media and technique. *Prerequisites:* Art 146 or permission of the instructor, and Art 261, 262, 335.

Mr. Paulson

Individualized Study Provides an opportunity for the well-qualified student to execute supervised projects in the area of his or her special interest, whether studio or history. Repeated spring semester.

Staff

Biochemistry and Molecular Biology

Ralph Sorensen and William Parker, Coordinators

Biochemistry and Molecular Biology is an interdisciplinary program that studies the biology and chemistry of the structures and chemical reactions within cells by using contemporary methods of biochemical analysis, recombinant DNA technology, and molecular biology.

Students may major in Biochemistry and Molecular Biology by completing the following courses:

Biology 101: Introductory Biology
 Biology 112: Form and Function in Living Organisms
 Biology 309: Cell Biology
 Biology 310: Genetics
 Biology 351: Molecular Genetics
 Chemistry 111: Fundamentals of Chemistry
 Chemistry 112: Fundamentals of Chemistry
 Chemistry 203: Organic Chemistry
 Chemistry 204: Organic Chemistry
 Chemistry 305: Physical Chemistry
 Chemistry 317: Instrumental Analysis
 Chemistry 333: Biochemistry
 Chemistry 334: Biochemistry
 Mathematics 111: Calculus I
 Mathematics 112: Calculus II
 Physics 111: Mechanics and Heat
 Physics 112: Waves and Electricity and Magnetism
 Biology 460 or Chemistry 460: Individualized Study - Research

Together with the Biochemistry and Molecular Biology Coordinators, the Biochemistry and Molecular Biology Committee (BMBC), consisting of faculty members in Biology and Chemistry, directs the program.

Individualized Study projects (Biology or Chemistry 460) may be directed by any member of the BMBC. Otherwise, the project requires the approval of the BMBC.

Biology

Professors Barnes, Cavaliere, Hendrix, and Mikesell
 Associate Professors Beach, Etheridge, Sorensen
 (*Chairperson*), and J. Winkelmann
 Assistant Professors Hiraizumi and James
 Laboratory Instructors Armor, Hulsether, Price,
 Reese, H. Winkelmann, and Zeman

Overview

Courses in the department are designed to provide a foundation in basic biological concepts and principles, and the background necessary for graduate study in biology, forestry, dentistry, medicine, veterinary medicine, and other professional fields. Most courses in the department include laboratory work.

Requirements and Recommendations

The biology department offers both a Bachelor of Arts (B.A.) and a Bachelor of Science (B.S.) degree for the major.

B.A. requirements:

A minimum of eight biology courses, including Biology 101, 112, 309, and 310, are required of all majors. Internships are excluded. Beyond these four, no specific biology courses are required. Every program must include at least one course from each of two areas: plant biology (Bio 202, 204, 217, 300) and animal biology (Bio 201, 220, 224, 227, 325). No single course may satisfy more than one area. This relative freedom permits the attainment of the different backgrounds required for various biological careers. Specialization at the expense of breadth, however, is discouraged. Students, in consultation with their advisers, should construct a broad, balanced curriculum. Biology 101 and 112 are prerequisites for all upper-level biology courses. Exceptions are made for those minoring in biology or by permission of the instructor.

Chemistry 111 and 112 are required of all majors. It is desirable, but not essential, that Chemistry 111 and 112 be taken in the first year. Physics 111, 112, and Math 111 (or Math 105-106) are also required.

B.S. requirements:

In addition to the courses noted above, the B.S. degree requires Individualized Study (Biology 460), and Chemistry 203, 204.

A minor in biology includes Biology 101, 112 (or Biology 101, 102) and any other four courses in the department (provided that all prerequisites are met) which would count toward the major.

All courses taken to satisfy the requirements for the B.A. or B.S. degree or for the minor must be taken using the A-F grading system.

Distribution Requirements

The distribution requirement in laboratory science may be satisfied by Biology 101, 102 or by Biology 101, 112.

Special Facilities

Greenhouse, animal quarters, aquarium room, instrument room, environmental chambers, electron microscopy laboratory housing both scanning (JEOL JSM T20) and transmission (Zeiss EM 109) electron microscopes, herbarium, and research laboratories.

Special Programs

Dual-degree programs in forestry and environmental studies with Duke University, nursing with the Johns Hopkins University, and optometry with Pennsylvania College of Optometry (page 52). Cooperative programs in marine biology with Duke University and the Bermuda Biological Station for Research (page 49).

101 Introductory Biology Designed for science and non-science majors. The course includes the chemical nature of protoplasm; structure and function of cells; photosynthesis and respiration; genetics. Three class hours and laboratory.

Staff

102 Contemporary Topics in Biology Designed for non-science majors. The course covers selected biological topics and focuses on contemporary problems and their possible solutions. Three class hours and laboratory. Biology 101 is a prerequisite for Biology 102.

Staff

112 Form and Function in Living Organisms

Designed for science majors. Functional design of plants and animals is emphasized. Aspects of evolution, phylogeny, and ecology are also covered. Three class hours and laboratory. Biology 101 is a prerequisite for Biology 112.

Staff

201 Vertebrate Morphology Detailed examination of the origins, structures, and functions of the organ systems of vertebrates. Special attention is given to the evolution of major vertebrate adaptations. Three class hours and two scheduled laboratories. Alternate years. Offered 1991-92.

Mr. Winkelmann

202 Structural Plant Development Anatomical approach to the study of higher plant structures. The origin and differentiation of tissues and organs, environmental aspects of development, and plant anomalies are studied. Six hours a week in class-laboratory work.

Mr. Mikesell

204 Taxonomy of Flowering Plants Identification, classification, structural diversity, and evolutionary relationships of angiosperms. The course includes extensive field work for collection of local flora, and

methodology, and principles of related disciplines: plant geography, cytogenetics, and numerical taxonomy. Three class hours and laboratory-field.

Staff

210 Human Physiology Systems of the body will be studied with emphasis on the integration of structure and function. Topics include endocrine regulation, respiration, nutrition, metabolism, fluid electrolyte and pH balance, reproduction, development/inheritance, and the digestive and urinary systems. This course is designed specifically for students entering fields of allied health; it does not count toward the biology major. A student may not receive credit for both this course and Biology 340.

Mr. Biser

215 Electron Microscopy Introduction to basic theory and practice of transmission electron microscopy and scanning electron microscopy; techniques of tissue preparation and introduction to interpretation of animal and plant ultrastructure. Each student will be required to complete an independent project. Six class hours in laboratory. Laboratory fee: \$50.00. *Prerequisite:* Permission of the instructor.

Mr. Cavaliere, Mr. Hendrix

217 An Evolutionary Survey of the Plant Kingdom Synopsis of embryo-producing plants, primarily liverworts, mosses, fern allies, ferns, and seed plants. Emphasis is on comparative morphology, adaptive diversity, and phylogeny. Six hours a week in class-laboratory work.

Mr. Mikesell

220 Animal Embryology Survey of the phenomena and principles of animal development. Major attention is given to embryonic development in multicellular animals. Vertebrates are emphasized in the study of organ development. Six hours a week in class-laboratory work. Alternate years. Offered 1991-92.

Mr. Sorensen

223 Parasitology An introduction to the general principles of parasitism with emphasis upon the epidemiology, taxonomy, morphology, and physiology of the major groups of animal parasites of humans and animals.

Mr. Hendrix

224 Vertebrate Zoology Introduction to the systematics, distribution, reproduction, and population dynamics of vertebrates. Field and laboratory emphasis on natural history, collection, and identification. Six hours in class, laboratory, or field. Optional trip to North Carolina.

Mr. Winkelmann

227 Invertebrate Zoology Biology of the major free-living metazoan invertebrate groups with special emphasis on adaptive morphology and physiology and on evolution. Six hours a week in class-laboratory work.

Staff

230 Microbiology Introduction to the biology of viruses, bacteria, fungi, and protists; their morphology, taxonomy, reproduction, physiology, and ecology. Isolation, culture, environmental influences, identification, and biochemical characterization are emphasized in the laboratory. Three class hours and laboratory.

Mr. Hendrix

260 Biostatistics Designed for students in biology who plan to engage in individualized study and/or research. Topics include the nature of biological data and the statistical procedures to analyze them. Special attention given to experimental design and hypothesis testing. Three class hours. A student may not receive credit for both this course and Mathematics 107, Psychology 205, Sociology 303, or Economics 241.

Mr. Hiraizumi

300 Physiology of Plant Adaptations Major structural systems, physiological processes and adaptations of plants to their environment. Topics include growth regulatory substances, photoperiodic responses, water balance, nutrition, plant defense mechanisms, and the responses of plants to environmental changes. *Prerequisites:* One year of Biology (Biology 101, 112, or 102). One year Chemistry recommended. Three hours lecture and laboratory.

Mr. Cavaliere

305 Ecology Principles of ecology, with emphasis on the role of chemical, physical, and biological factors affecting the distribution and succession of plant and animal populations and communities. The course includes numerous field trips to a variety of local freshwater and terrestrial habitats. Three class hours and laboratory-field work.

Staff

309 Cell Biology Structure and function of cell membranes and organelles; energy transduction by cells; chromosomes and gene expression; the cell cycle; selected specialized cell types. Three class hours and laboratory. *Prerequisite:* Chemistry 112.

Mr. Sorensen

310 Genetics Overview of principles of genetics. Topics include chemical nature of genes, Mendelian and non-Mendelian inheritance, gene regulation,

genetic engineering, molecular evolution and population genetics. Three class hours and laboratory.
Prerequisite: Biology 309.

Mr. Hiraizumi

325 Animal Behavior Study of animal behavior through readings, films, discussions, and field and laboratory observations. A wide range of phenomena will be considered, from simple reflex responses to complex social organizations. The role of behavioral adaptations in the biology of animal species will be emphasized. Three class hours and laboratory. Alternate years. Offered 1992-93.

Mr. Winkelmann

332 Immunobiology Introduction to the vertebrate immune system at the molecular, cellular, and organismal levels. Antibody structure, antigen-antibody interaction, the genetics of antibody diversity, the immune response, and the bases of self/non-self discrimination are emphasized.
Prerequisites: Biology 309, 310. Three class hours and laboratory. Alternate years. Offered 1992-93.

Mr. Sorensen

340 Comparative Animal Physiology Regulation of basic physiological processes in animals. Unifying principles will be studied using a comparative approach. *Prerequisite:* Biology 309. Three class hours and laboratory. A student may not receive credit for both this course and Biology 210.

Ms. Etheridge

351 Molecular Genetics Study of the basic mechanisms of information storage and retrieval from DNA and RNA. Topics include genome organization and the regulation of gene expression in prokaryotes and eukaryotes; mechanism of DNA replication and recombination; molecular basis of mutation; retroviruses and oncogenes.

Mr. James

460 Individualized Study - Research Independent investigation of a topic of special interest to the student, normally including both literature and laboratory research, directed by a faculty member familiar with the general field of study. The results of the investigation will be presented to the department. Open to juniors and seniors. A single Individualized Study may be used toward one of the eight courses required for the B.A. degree. *Prerequisite:* Approval of both the directing faculty member and the department prior to registration.

Staff

471, 473 Individualized Study - Internship

Independent internship experience under the direct supervision of professional personnel in a variety of biology-related areas. Internship may be arranged by the department or the student. Must combine practical work experience with an academic dimension. Library research paper on a subject related to the experience is required. *Prerequisite:* Approval of both the supervisor and the department.

Chemistry

Professors Fortnum and Rowland

Associate Professors Grzybowski, Jameson, and Parker (Chairperson)

Assistant Professors Holland and Schoolcraft
Assistant Instructors Englerth and Gregory

Overview

Each course offered by the department provides an opportunity for a concentrated study of the various principles of classical and contemporary chemical knowledge. From the introductory to the advanced courses, application is made of basic theories and methods of chemical investigation. The courses offered by the department utilize lectures, discussions, library work, on-line computer literature searching, computer-assisted instructional programs, videotapes/films, and laboratory investigations in order to emphasize the concepts that underlie the topics covered. Each course, as well as the major itself, is designed for the curious and interested student.

The program of the department is approved by the American Chemical Society. The paths taken by majors after graduation are varied; many enter graduate work in chemistry. Graduates also enter medical and dental schools, industrial and government research laboratories, secondary school teaching, and other fields such as business and engineering.

Requirements and Recommendations

The eight basic courses required for the Bachelor of Arts degree are Chemistry 111, 112 (or 112H), 203, 204, 221, 305, 306, and 317. Students who complete these basic eight courses along with Chemistry 373, Research (Chemistry 462 or 473), and one additional chemistry course may choose to receive a Bachelor of Science degree. Physics 111 and 112 and Mathematics through 211 are required of all chemistry majors. Additional courses in mathematics (212), biology, and physics may be recommended for those contemplating graduate study in certain areas. Junior and senior majors are expected to join with staff members

in an afternoon seminar series which is designed to provide an additional opportunity for student discussion of current developments in the field.

Approved safety goggles must be worn in all laboratories. Prescription glass may be worn under safety goggles. Contact lenses may not be worn unless a liability waiver is signed.

For the prospective secondary school teacher the department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Chemistry. Introductory biology is required for certification.

Individualized study and independent laboratory work are available in connection with some courses. An honors section (112H) of the Fundamentals of Chemistry course provides a select group of students with such an opportunity at the introductory level. During the junior or senior year, majors may elect Chemistry 462, a research course in which a student can utilize his or her knowledge and creativity intensively. Summer research, Chemistry 473, is encouraged strongly.

The optional minor shall consist of Chemistry 111, 112 (or 112H), plus four other chemistry courses at the 200 level or above. Individualized Study courses may not be counted toward the optional minor.

Distribution Requirements

The following combinations of chemistry courses may be used to satisfy the distribution requirement in laboratory science: either 101 or 111 followed by 102, 112 or 112H. (Course credit will not be given for more than two introductory chemistry courses. Credit will *not* be given for both 111 and 101 or for both 102 and 112.)

Special Facilities and Programs

Breidenbaugh Hall, which houses chemistry and biochemistry classrooms and laboratories, was recently renovated. In the past several years the department has purchased new instrumentation such as a Fourier Transform NMR Spectrometer, a Fourier Transform Infrared Spectrometer, a diode array UV-visible Spectrometer, a Gas Chromatograph-Mass Spectrometer, a Waters HPLC with diode array detector, and a high speed centrifuge. Chemistry majors receive significant hands-on experience with all major instrumentation beginning in the sophomore year. The department's library is at the disposal of all students. Numerous lectures and seminars are sponsored by the department and the chemistry club, Sceptical Chymists. These involve resource persons

from universities, industries, government agencies, and professional schools, and are designed to complement the curricular activities of the department. An annual highlight is a three-day visit by an outstanding scholar in the field of chemistry. The program is supported by The Musselman Endowment for Visiting Scientists. Many qualified upperclass students—chemistry majors and others—gain valuable experience from serving as laboratory assistants and tutors.

101 General Chemistry Study of chemical principles with emphasis placed on providing the student with an understanding of how these principles relate to the non-scientist, especially in the areas of industry, ecology, health, and philosophy. Laboratory experiments are designed to offer a "hands-on" familiarity with the principles discussed in the lectures. The course is designed for students planning to complete only two courses in chemistry and who may have limited or no previous exposure to chemistry. Three lecture hours and one laboratory afternoon.

Ms. Schoolcraft

102 General Chemistry Review of principles studied in Chemistry 101 and application to problems of current and historical interest. Demonstrations and laboratory experiments are designed to illustrate and complement the material discussed in class.

Prerequisite: Chemistry 101 or 111. Three lecture hours and one laboratory afternoon.

Ms. Schoolcraft

111 Fundamentals of Chemistry Study of atomic structure, theories of bonding, stoichiometric relationships, properties of solutions and gases, and elementary thermodynamics. The laboratory work covers quantitative relationships by employing titrimetric and gravimetric techniques. This course is designed for biology, chemistry, and physics majors and others with a secondary school background in chemistry and elementary mathematics. Course credit is not granted for both Chemistry 101 and 111. Three lecture hours and one laboratory afternoon.

Mr. Parker

112 Fundamentals of Chemistry Study of kinetics and mechanisms of reactions, equilibrium, electrochemistry, and coordination chemistry. Laboratory work includes kinetic studies, qualitative analysis, and the application of various instrumental procedures to quantitative analysis. Course credit is not granted for both Chemistry 102 and 112. *Prerequisite:* Chemistry 111. Three lecture hours and one laboratory afternoon.

Mr. Fortnum

112H Fundamentals of Chemistry Designed as an honors seminar for the more capable first year chemistry students. Kinetics, equilibrium, electrochemistry, and coordination chemistry are among the topics discussed. Laboratory work includes experiments in kinetics and equilibrium and the application of principles from lecture to a project of several weeks' duration. Emphasis is placed on independent work with necessary guidance in both the seminar and the laboratory. *Prerequisites:* Chemistry 101 or 111 and invitation of the department. Two afternoons.

Mr. Parker

203 Organic Chemistry Study of the fundamental concepts of the chemistry of carbon compounds with emphasis on molecular structure, reaction mechanisms, stereochemistry, and the application of spectroscopy to problems of identification. *Prerequisite:* Chemistry 112 or 112H. Three lecture hours, one lab discussion hour, and one laboratory afternoon.

Mr. Rowland

204 Organic Chemistry Study of the various classes of organic compounds, including substitutions in the aromatic nucleus, cyclic compounds, and natural products such as amino acids, carbohydrates and peptides. *Prerequisite:* Chemistry 203. Three lecture hours, one lab discussion hour, and one laboratory afternoon.

Mr. Rowland

221 Chemical Applications of Spectroscopy Study of the theories and applications of ultraviolet, infrared, ^1H and ^{13}C nuclear magnetic resonance, and mass spectroscopy are discussed in relation to the importance of these spectroscopic methods in the analysis of chemical systems. The scope and limitations of each type of spectroscopy are covered. Course work includes lectures, discussions, and laboratory sessions. The lab periods involve the use of spectrometers in the identification of organic compounds. Lecture work is supplemented by films, videotapes, and computer-assisted instructional programs. *Prerequisite:* Chemistry 203.

Mr. Rowland

305 Physical Chemistry Study of the principles of thermodynamics and kinetic theory as applied to the states of matter, chemical reactions, equilibrium, the phase rule, and electrochemistry using lectures, readings, problems, discussions, and laboratory exercises. The computer is used as a tool for solving problems and for the reduction of experimental data.

Prerequisites: Chemistry 112 or 112H, Physics 112, mathematics through calculus (usually Math 211). Three lecture hours, one discussion hour, and one laboratory afternoon

Mr. Fortnum

306 Physical Chemistry Introduction to theories of chemical kinetics, quantum mechanics, and statistical thermodynamics and their applications to chemical systems through the use of problems, lectures, readings, discussions, laboratory investigations, and projects. The computer is used for modeling, simulations, and solving problems. Assignments are made so as to encourage the individual study of specific related physical chemical phenomena. *Prerequisite:* Chemistry 305. Three lecture hours, one discussion hour, and one laboratory afternoon.

Ms. Schoolcraft

317 Instrumental Analysis Study of chemical analysis by use of modern instruments. Topics include complex equilibria, electroanalytical methods, quantitative spectroscopy, chromatography, and Fourier transform methods. Analytical techniques will be studied from both a chemical and an instrumental point of view. The laboratory stresses quantitative analytical procedures. *Prerequisites:* Chemistry 204 and 221. Three lecture hours and one laboratory afternoon.

Mr. Grzybowski

333 Biochemistry Detailed study of the structure and function of macromolecules as they pertain to living organisms. Emphasis on bioenergetics, metabolic pathways and current topics. *Prerequisite:* Chemistry 204. Three lecture hours and one laboratory afternoon.

Ms. Holland

334 Biochemistry Detailed examination of primary and secondary metabolic pathways in microbes, plants and animals. Similarities and differences between organisms will be thoroughly discussed. Application to metabolic disorders, viral/bacterial illnesses and medical advances in the treatment of the above conditions will be incorporated into this course. Laboratory work includes an independent research project. *Prerequisite:* Chemistry 333 or permission of the instructor. Three lecture hours and one laboratory afternoon.

Ms. Holland

353 Advanced Organic Chemistry Study of synthetic, mechanistic, and theoretical concepts in organic chemistry. Particular emphasis is placed on the study of methods used to determine organic reaction mechanisms, stereospecific reactions, pericyclic reactions, and the design of multistep syntheses of complex molecules. *Prerequisites:* Chemistry 204 and 221. Three lecture hours.

Mr. Jameson

373 Advanced Inorganic Chemistry Study of valence bond, crystal field, and molecular orbital theories; boron chemistry; organometallic

compounds; structural, kinetic, and mechanistic studies of coordination compounds. Group theory and symmetry are applied to various systems.

Prerequisite: Chemistry 305. Three lecture hours.

Mr. Parker

390 Advanced Laboratory Techniques in

Chemistry Designed to combine and expand upon the laboratory skills learned in the fundamental courses of the first two years. Numerous projects will be pursued in organic and inorganic chemistry, utilizing a combination of library skills (e.g. on-line computer searching), advanced laboratory skills (e.g. inert atmosphere techniques, modern separation methods, and advanced spectroscopic characterizations), and scientific writing skills. It is anticipated that this course will prepare a student for independent research in the senior year. *Prerequisite:* Chemistry 221.

Mr. Jameson

460 Individualized Study – Research

An independent investigation in an area of mutual interest to the student and a faculty director. The project normally includes a literature survey and a laboratory study. An oral report to staff and students and a final written thesis are required. A student wishing to enroll in this course should consult with the faculty director at least two weeks before the end of the semester preceding the semester in which this course is to be taken. *Prerequisites:* Chemistry 390 and permission of the faculty director and approval by the chemistry department. Open to junior and senior chemistry majors. Offered both semesters.

Staff

473 Summer Research Internship A funded ten-week independent investigation in an area of mutual interest to the student and research director. The project normally includes a literature survey and a laboratory study. Oral reports to staff and students and a final written thesis are required. A student wishing to enroll in this course should consult with a chemistry department faculty member early in the spring semester. *Prerequisites:* Chemistry 390 and/or permission of the research director and approval by the chemistry department.

Staff

Classics

Associate Professors Snively (*Chairperson*) and Zabrowski
Assistant Professor Cahoon
Adjunct Assistant Professor Ginge

Overview

The courses offered are designed to acquaint the student with the language, literature, history, and civilization of Greece and Rome. These societies present a microcosm of all human experience. Fulfillment of human potential in spite of adversities and threats to existence was the ultimate quest then, as it is today. Learning how the founders of Western civilization dealt with such conflicts as the aspirations of youth and the compromises of middle age, the claims of community and individual rights, the ecstasy of love, and the despair of loss can help us understand our own thoughts and emotions as we confront these age-old problems and pressures.

Requirements and Recommendations

The department offers majors in Greek, Latin, and Classical Studies. Required for all majors: C1. 121, C1. 122, C1. 400. Additional requirements:

Latin Major:	Latin 251; seven courses in Latin beyond Lat. 102, and including Latin 312
Greek Major:	Greek 251; seven other courses in Greek beyond Gr. 102
Classical Studies Major:	8 courses. The 202 level in either Latin or Greek must be attained.

In both Greek and Latin language courses, 201 and 202 or their equivalents are prerequisites for all higher language courses.

A minor consists of six courses in the department including a minimum of two language courses.

Distribution Requirements

Latin 201, 202, or 203, and Greek 201, 202 may be used to meet the College's language requirement. Latin 203, 204, 303, 306, 308, 309, 311, 401, Greek 203, 204, 301, 302, 303, 304, 306, and Classics 262, 264, 266 may be used in fulfillment of the literature distribution requirement. Classics 121, 122, Latin 251, and Greek 251 may be used to fulfill the College distribution requirement in history/philosophy, and Latin 251 and Greek 251 may be counted toward a major in history.

For prospective secondary school teachers the Department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Latin.

Special Programs

Through a cooperative arrangement under the auspices of the Central Pennsylvania Consortium, Gettysburg College shares membership in the

Intercollegiate Center for Classical Studies in Rome. The program of the Center has been approved as a Gettysburg College affiliated program. The Department of Classics encourages its majors to spend a semester at the Center in Rome. For details, see Study Abroad, The Intercollegiate Center for Classical Studies in Rome, Italy, (page 49).

College Year in Athens, Inc. has also been approved as a Gettysburg College affiliated program. Students interested in ancient, Byzantine, or modern Greece are encouraged to spend a semester or a year at College Year. For details, see Study Abroad, College Year in Athens, Greece, (page 48).

Through the Central Pennsylvania Consortium, Gettysburg College shares membership in the American School of Classical Studies in Athens.

Greek

101, 102 Elementary Greek Introduction to the alphabet, inflections, and syntax of Attic Greek.

Mr. Zabrowski

201, 202 Intermediate Greek Designed to increase the student's skill in reading texts. Selections from Xenophon's *Anabasis*, some writers of the New Testament, and other authors are read, with an emphasis on grammar. *Prerequisites:* Greek 101, 102 or its equivalent.

Mr. Zabrowski

203 Plato The *Apology* and *Crito*, with selections from other dialogues.

Mr. Zabrowski

204 New Testament Greek Introduction to Koine Greek. Selections from the New Testament are read with attention to their language and content. Not offered every year.

Mr. Zabrowski

251 Greek History Survey of Hellenic civilization from the Bronze Age to the Hellenistic period. Papers required. A knowledge of Greek not required. Alternate years. Offered 1994-95.

Mr. Zabrowski

301 Homer Selections from the *Iliad* and *Odyssey* with examination of syntax and style. Not offered every year.

Ms. Snively

302 Greek Historians Readings in the text of Herodotus or Thucydides. Not offered every year.

Staff

303 Greek Comedy An introduction to Greek drama. Selected comedies of Aristophanes are read with attention to style and metrics. Not offered every year.

Mr. Zabrowski

304 Greek Tragedy Selected plays of Aeschylus, Sophocles, and Euripides. Various plays are also read in English. Oral reports required. Not offered every year.

Staff

306 Greek Oratory Selected orations of Demosthenes and Lysias. Not offered every year.

Staff

Individualized Study

Staff

Latin

101, 102 Elementary Latin Introduction to Latin.

Ms. Cahoon, Ms. Snively

201, 202 Intermediate Latin Designed to increase the student's skill in reading texts. Selections from Latin prose and poetry are read, with continuing grammatical review and analysis. *Prerequisite:* Two years of secondary school Latin or Latin 101, 102.

Ms. Cahoon, Ms. Snively

203 Roman Prose Selections from Roman prose writers and intensive review of grammar. *Prerequisite:* Three or four years of secondary school Latin or Latin 201, 202.

Ms. Snively

204 Roman Poetry Extensive reading in Catullus, Ovid, and Horace with an examination of poetic forms other than epic. *Prerequisite:* Three or four years of secondary school Latin or Latin 201, 202.

Ms. Cahoon

251 Roman History The history of the Republic and Empire. Papers required. A knowledge of Latin not required. Alternate years. Offered 1993-94.

Ms. Snively

303 Cicero Selected essays of Cicero, with supplemental reading from letters and orations. Supplemental reading in English. Not offered every year.

Staff

306 St. Augustine Selections from *Confessions* with attention to the differences between Late Latin and Classical Latin. Not offered every year.

Ms. Cahoon

308 Roman Satire Selections from Horace, Martial, and Juvenal with attention to the changes in language and style from the Classical to the Post Classical period. Not offered every year.

Staff

309 Roman Historians Selections from Livy and Tacitus with attention to their peculiarities of language and style. Not offered every year.

Ms. Snively

311 Lucretius Extensive reading in *On the Nature Of Things* with attention to Lucretius' metrical forms, science, and philosophy. Not offered every year.

Staff

312 Prose Composition Designed to increase the student's ability to translate from English to Latin, includes a thorough grammar review. Not offered every year.

Mr. Zabrowski

401 Vergil Study of Vergil's literary style, poetic genius, and humanity as seen in the *Aeneid*. Open to seniors and qualified juniors. Not offered every year.

Staff

Individualized Study

Staff

Classical Studies

121 Survey of Greek Civilization Survey of the the politics, history, literature, art, etc. of the Greek polis from its beginning to the conquest of Alexander, with emphasis on literary texts and on Greek concepts which influenced Western thought. Knowledge of Greek not required.

Ms. Cahoon

122 Survey of Roman Civilization Survey of the politics, history, literature, art, etc. of Rome from its founding to the Council of Nicea, with emphasis on the material culture of an empire encompassing the whole Mediterranean world. Knowledge of Latin not required.

Ms. Snively

125 Introduction to Classical Archaeology An examination of the goals and methods of classical archaeology through a survey of sites of Greco-Roman civilization. The course will begin with Bronze Age sites in the Greek world, examine selected settlements of geometric, archaic, and classical Greece, then look at cities of Italy and the Roman empire, and end with a site of the Late Antique period. The importance of techniques such as archaeological survey will be

considered, and the antiquities market and other issues of archaeological patrimony will be discussed.

Ms. Snively

230 Classical Mythology Survey of classical mythology with attention to the process of myth-making and the development of religion. No knowledge of Greek or Latin required.

Ms. Snively, Mr. Zabrowski

262-266 Genre Literature An examination of the genre literature of Greece and Rome in translation. Selected works will be studied through analysis of form, structure, and content. No knowledge of Greek or Latin required.

Staff

262 Ancient Epic Study of Homer, Apollonius of Rhodes, and Vergil. Offered 1993-94.

Ms. Cahoon

264 Ancient Tragedy A study of Aeschylus, Sophocles, Euripides, and Seneca. Offered 1994-95.

Staff

266 Ancient Comedy A study of Aristophanes, Menander, Plautus, and Terence. Offered 1995-96.

Ms. Cahoon

270 Ancient Drama (Half Unit Course) Study, direction, and performance of an ancient Greek or Roman play. The course will include the study both of several other plays by the same author (for context and background) and also of recent pertinent secondary material. Students will interpret, cast, direct, choreograph, and rehearse the play. The final performance will be presented to the entire campus community at the end of the semester. Offered 1993-94.

Ms. Cahoon

281 Ancient Greek Political Theory and Practice Using Plato's *Republic* and *Laws* and Aristotle's *Politics* as primary sources, the course will investigate the nature of ancient Greek political theory and the notion of the Ideal State, whether conceived of as timocratic, monarchial, or democratic. In the practical order, actually functioning Greek city-state constitutions will be examined, as preserved in the writings of Aristotle, Xenophon, and the Oxyrhynchus Historian. Not offered every year.

Mr. Zabrowski

400 Senior Seminar Content will be determined each year by the senior class in consultation with the staff. Required of all majors.

Staff

Individualized Study

Staff

Computer Science – See *Mathematics and Computer Science*

Economics

Professors Fender (*Chairperson*), Gondwe and Railing
Associate Professors Fletcher, Gemmill, and K. Niiro
Assistant Professors M. Golfin and Kallon

Overview

A knowledge of economics has become increasingly important for effective participation in a complex society. The department's courses present this knowledge in both historical and contemporary contexts, with a focus on developing the relevant economic theory and identifying, understanding, analyzing, and solving social problems. As a social science, economics studies how societies organize and make decisions for using scarce resources to produce and distribute goods and services domestically and internationally. Economists examine both macro-economic and micro-economic problems and consider the implications of alternative solutions for efficiency, fairness, and growth. Courses in the department stress the critical thinking skills of a liberally educated person: gathering of pertinent information; analysis; synthesis; and ability to perceive, create, and choose among alternatives. However delightful the study of economics for the sake of individual understanding, the department also stresses effective oral and written communication of the insights achieved through study of the discipline. In addition to courses in economics, the department also offers courses in introductory and intermediate applied statistics and in geography.

The department's courses are designed to meet the College's liberal arts objectives while also serving well students who intend to (1) pursue graduate study in economics; (2) enter graduate professional schools in management administration, law, and related areas; (3) pursue careers in business, non-profit private organizations, or government.

Requirements and Recommendations

Economics majors in the classes of 1991-1993 have the option of fulfilling either the requirements given in this paragraph or those that follow for the classes of 1994 and beyond. The requirements for students graduating between 1991-1993 are Economics 103-104; Management 153; Economics 241, 243, 245, 333; and three courses chosen from the following: Economics 242, 301, 302, 303, 305, 324, 325-332, 336,

337, 338, 351, and 352. A student may take Mathematics 351-352 in lieu of Economics 241-242; both semesters of the mathematics sequence must be completed for mathematical statistics to substitute for the departmental statistics requirement. Much, but not all, of the material covered in such applied statistics courses as Mathematics 107, Psychology 205, and Sociology 303 duplicates that in Economics 241; therefore, credit will not be given for more than one of these courses. The research methodology basic to economics is covered in Economics 241 and 242; thus, students taking an applied statistics course outside the economics department before deciding to become economics majors may be required to demonstrate via examination proficiency in the content of Economics 241 or may be required to take Economics 242.

Economics majors graduating in 1994 or thereafter must fulfill the following departmental requirements: Economics 103, 104, 241, 243, 245, 333; either Management 153 or Economics 242; and at least three additional economics courses at the 300 level or above (excluding 460), with two or more of these from among 301, 303, 336, 351, 352, 401, 402, and 403. The department strongly urges students to include one 400-level course among their electives.

Because of the importance of mathematical modeling and statistical testing to the application of economics, majors in economics are required to demonstrate achievement in mathematics equivalent to one term of calculus. This requirement can be satisfied by taking Mathematics 105-106 or Mathematics 111 or by exemption via examination. The department strongly encourages students who have an interest in majoring or minoring in economics to complete this mathematics requirement during the first year because several 200-level courses have a math prerequisite.

The department faculty advises any students planning to pursue graduate study in economics to take Mathematics 111-112, Mathematics 211-212, and Economics 351-352. Regardless of their plans upon graduation, all students will find more options open to them if they are familiar with the use of computers in economic analysis. Therefore, we urge economics majors to take a course or courses dealing with the use of computers, in addition to the departmental courses that require computer work. The department offers a minor in economics, which a student can complete by taking Economics 103, 104; two courses from among Economics 241, 242, 243, 245; and two courses numbered 301 or above. Additionally, a student minoring in economics must demonstrate the same achievement in mathematics as required of

majors, and must achieve a grade point average of 2.0 or above in courses counted toward the minor.

Economics 103, 104 are prerequisites for all upper-level courses in the department except Geography 310. Under special circumstances, a student may petition the instructor of a course for a waiver of course prerequisites.

The departmental brochure, *Economics Department Handbook*, contains additional information about the department and about the opportunities which the study of economics provides. Copies are available in the department office, Glatfelter 111, and from department faculty members.

Honors, Internships, Special Programs The economics department values intensive and independent work by its students, as well as their interaction with peers and faculty members on collaborative economics projects. To encourage and recognize high quality work, the department offers departmental honors to students who (1) satisfactorily complete one course from among Economics 401, 402, 403; (2) earn an acceptable overall and departmental grade point average; (3) complete a senior project (Economics 460) that builds upon the 400-level course, and is deemed of high quality by the project supervisor. Internships involving the application of economics are available to qualified students. Those persons desiring more information should contact Dr. Railing. Gettysburg College also recognizes the Washington Economic Policy Semester at American University, a program that involves both classroom study and an internship in Washington, D.C. Page 45 of this catalogue contains more information about the program. Interested students should contact Dr. Railing in the spring semester of their sophomore year. Several foreign study programs are especially interesting for economics students; information is available from the department and from the registrar.

Distribution Requirements

A student may satisfy the College distribution requirement in social sciences by successfully completing Economics 103, 104, and may satisfy the non-Western Culture requirement with Economics 326, 337, or 338.

103, 104 Principles of Microeconomics' Principles of Macroeconomics Principles of Microeconomics gives students a general understanding of economic systems and economic analysis, with emphasis on the operation of the U.S. economy. Topics covered in 103 include the price system, theory of consumer behavior,

theory of production, theory of the firm, income distribution, welfare economics, and the micro aspects of international trade. In Economics 104, topics covered include national income accounting, employment, inflation, monetary and fiscal policies, aggregate demand and supply analysis, economic growth, the monetary aspect of international economics, and comparative economic systems.

Staff

241 Introductory Economic and Business Statistics

Covers the nomenclature of descriptive statistics, probabilities using the normal, binomial, Poisson distributions, Chi-square, sampling, estimation of parameters, hypothesis testing, linear regression, and correlation. *Prerequisites:* Economics 103, 104, and one of the following: Mathematics 105-106, 111, or the equivalent. Please note that a student may not receive credit for both this course and Mathematics 107, Psychology 205, or Sociology 303.

Ms. M. Golfin, Mr. Niiro

242 Intermediate Economic and Business Statistics

Considers advanced statistical theory and the use of computers in data analysis. Topics included are ANOVA; multiple regression and the determination of model acceptability; time series and forecasting; index numbers; nonparametric methods; and decision theory. *Prerequisite:* Economics 241.

Ms. M. Golfin

243 Intermediate Macroeconomic Theory

Studies further classical, neoclassical, Keynesian, and post-Keynesian economics focusing on national income accounting, the various theories and policies which deal with the generation and maintenance of full employment and a stable price level. The causes and cures of unemployment and inflation are also analyzed. Offered both semesters. *Prerequisites:* Economics 103, 104 and Mathematics 111 or its equivalent.

Mr. Gondwe, Mr. Kallon

245 Intermediate Microeconomic Theory

Uses the methodological tools of economics to examine consumer and producer behavior and economic behavior both individual and collective under different input and output market structures, and to analyze the implications of such behavior for general equilibrium and economic welfare. *Prerequisites:* Economics 103, 104, and Mathematics 105-106 or 111, or the equivalent.

Ms. Fender

300 Personal Finance This course accomplishes two purposes: (1) the consideration of how individuals might react analytically to financial constraints they

face (incomes, prices, opportunities) in order to provide for their own material security (living costs, medical care, education, retirement); and (2) development of an insight into the important social issues of a mixed economy, such as that of the United States, by understanding individual decision-making more clearly. Items covered will include the meaning of financial security, both individually and collectively, the development of financial goals and the use of personal budgets to achieve goals, the proper use of credit, the nature and use of insurance for protection and saving, housing, income earning assets, and estate planning. In addition, current social issues will be considered. *Prerequisites:* Economics 103, 104.

Mr. Railing

301 Labor Economics Studies theoretically and empirically the functioning of labor markets with emphasis on wage and employment determination. Alternative theoretical models are examined. Topics include time allocation, wage differences, discrimination, investment in education, mobility and migration, impacts of legislation, unions and labor relations, and imperfect markets. *Prerequisites:* Economics 103, 104, and 245. *Recommended:* Economics 241.

Ms. Fletcher

302 Gender Issues in Economics Applies micro-economic theory to gender issues in our economy. The course will explore demographic issues such as fertility and divorce, consider the effect of the tax structure and other public policies on gender differences in labor force participation over time, and examine alternative economic paradigms for explaining gender discrimination in our society. *Prerequisites:* Economics 103, 104. *Recommended:* Economics 245.

Ms. Fletcher

303 Money and Banking Examines the role of money, credit, and financial institutions in the determination of price and income levels. Coverage includes the commercial banking system, the Federal Reserve System, monetary theory, and the art of monetary policy. Emphasis is placed upon evaluation of current theory and practice in the American economy. *Prerequisites:* Economics 103, 104. *Recommended:* Economics 243.

Mr. Gemmill

305 Public Finance Concerns the principles, techniques, and effects of government obtaining and spending funds and managing government debt. Nature, growth, and amount of expenditures of all levels of government in the United States are

considered, along with the numerous types of taxes employed by the various levels of government to finance their activities. Government debt is also considered. *Prerequisites:* Economics 103, 104.

Mr. Railing

324 Comparative Economic Systems Concerns a comparative analysis of free enterprise economics, centrally planned economies, and mixed economies. Primary attention is given to the economic aspects and institutions of these economic systems, but the political, philosophical, and historical aspects are also considered. *Prerequisites:* Economics 103, 104.

Mr. Railing

325-332 Regional Economic History, Growth, and Development Seminar Examines intensively one region, using the framework of economic analysis and political economy to consider economic history, growth, and development within the appropriate region. Although economic theory provides the primary paradigm within which these regions are studied, consideration also will be given to the historical events that conditioned the economic outcomes. Each course will review the pertinent theory and focus on application of that theory to specific historical events seeking to determine the relevance of the theory to our understanding of past and present economic conditions. Four regions will be studied, one in each of the courses: Africa, the Caribbean, Japan, and Canada/U.S. *Prerequisites:* Economics 103, 104.

Mr. Gondwe, Mr. Kallon, Mr. Niir, Ms. Fender

333 History of Economic Thought and Analysis Studies the development of economic ideas and policies in relation to major forms of social, political, and economic problems. Emphasis is placed on major contributions to economic thought from Plato to Keynes. *Prerequisites:* Economics 103-104. *Recommended:* Economics 243, 245.

Mr. Gondwe

336 International Economics Covers comparative advantage, commercial policy, economic integration, balance of payments, exchange rates, and international monetary systems. *Prerequisites:* Economics 103, 104, and 245.

Mr. Kallon

337 Introduction to Political Economy and the African Diaspora Examines the origins and development of capitalism and the contribution of Third World peoples and minorities in the United States to the process and continued growth of capitalist development. It also examines current

economic, social, and political issues as they relate to, and affect, Third World peoples. *Prerequisites:* Economics 103, 104.

Mr. Gondwe

338 Economic Development Examines the economic and non-economic factors accounting for the economic growth and development of less-developed areas of the world. Various theories of economic and social growth and development are analyzed and major policy issues discussed. *Prerequisites:* Economics 103, 104. Satisfies distribution requirement in non-Western culture.

Mr. Gondwe

341 Environmental Economics Provides a foundation for the application of microeconomic theory to environmental issues. Students will examine national and international policy debates related to natural resource use and environmental protection. Economic theory is used to evaluate alternative environmental policies. Issues studied include global warming, deforestation, air and water quality, and natural resource depletion. *Prerequisites:* Economics 103, 104.

Ms. Fletcher

351 Application of Mathematics to Economics and Business Introduces the application of calculus and matrix algebra to economics and business. Numerous illustrations of mathematically formulated economic models are used to integrate mathematical methods with economic and business analysis. *Prerequisites:* Economics 243, 245, and Mathematics 111-112 and 211-212.

Mr. Niiro

352 Introduction to Econometrics Introduces the application of mathematical economic theory and statistical procedures to economic data. Coverage includes the development of appropriate techniques for measuring economic relationships specified by economic models and testing of economic theorems. *Prerequisites:* Economics 243, 245, Mathematics 111-112 and 211-212, and Economics 242, or Mathematics 358.

Mr. Niiro

401 Advanced Topics in History of Economic Thought and Competing Paradigms of Economic Analysis Investigates the different perspectives in economics. The course focuses on the concept that economics, as a social science, is rich in diversity and contending perspectives through which students can view questions which economics asks, and therefore the types of answers which are generated. More specifically, the course will consider the Neoclassical

paradigm, including Keynesian Economics and Monetarism, and the New Classical Economics, as the mainstream perspectives which will be compared with Marxism and Radical Political Economy, Neo-Austrian Economics, and the Schools of Public Choice and Institutional Economics. These will be contrasted by tracing the historical evolution of different perspectives and then focusing on the theories and methods of contemporary paradigms. *Prerequisite:* Economics 333.

Staff

402 Advanced Topics in Theoretical and Applied Macro- and Monetary Economics Examines particular topics in macroeconomics and monetary theory and applications, under the assumption that the student is familiar with the basic theory. The particular focus of the seminar will rotate depending upon the expertise of the faculty person teaching it, among topics such as the new neoclassical theory, rational expectations and economic behavior, monetary issues in international trade and economic development, econometric studies of money, regulation and banking safety. *Prerequisites:* Economics 243 and/or 303 and/or 336.

Staff

403 Advanced Topics in Theoretical and Applied Microeconomics Considers special topics in microeconomic theory and applications based upon the assumption that the student is familiar with the basic theory. The particular focus will vary with the instructor conducting the seminar, from among topics such as the new house-hold economics, industrial organization and public policy, game theory, information costs-structure-behavior, production and cost functions, welfare economics, and the micro aspects of international trade. *Prerequisites:* Economics 245 and/or Economics 336.

Staff

460 Senior Thesis Involves the student in pursuit of a research or other investigative project which is presented to the adviser via a written paper and to the public via an oral presentation at the completion of the project. The student explores the topic of the thesis in Economics 401 or 402 or 403, then further develops it the following semester in independent work under the supervision of the instructor for the prior 400-level course. *Prerequisite:* Economics 401 or 402 or 403.

Individualized Study Involves topics of an advanced nature pursued by well-qualified students through individual reading and research, under the

supervision of a member of the department's faculty. A student wishing to pursue independent study must present a proposal at least one month before the end of the semester preceding the semester in which the independent study is to be undertaken. *Prerequisites:* Permission of the supervising faculty member and the department chairperson. Offered both semesters.

Staff

Geography 310 Physical and Human Geography

Studies of the location and causes of the distribution of various kinds of economic activities, as well as some of the adverse environmental consequences of a number of these activities. Topics include basic place name geography; weather and climate; population trends and characteristics; technology and economic development; the role of agriculture; the economic geography of energy; and the city. *Open to first year students only by permission of the instructor.*

Ms. M. Golfin

Education

Associate Professors Brough (*Chairperson*), Hofman, Packard and Williams;
Director of Field Experiences and Instructor S. Van Arsdale;
Adjunct Professor Curtis.

The purposes of the teacher education programs are to give students a thorough background in educational philosophy and theoretical concepts of instruction, and to provide an opportunity for student teaching.

The education department works cooperatively with all other departments in the preparation of teachers in secondary education, elementary education, music education, and health and physical education. Students interested in pursuing one of these programs will need to study carefully the teacher education programs as described elsewhere in this catalogue.

A student seeking teacher certification may also choose to minor in education. A minor in secondary education consists of six courses: Education 201, 209, 303, 304, and 476 (worth two courses). A minor in elementary education consists of six courses: Education 201, 209, and 476 are required for the minor. The student then designates three of the following five courses to complete the minor: Education 180, 306, 331, 370 or 334. Completion of all eight courses is required for teacher certification in elementary education. A student who elects to student teach during the Ninth Semester Option (described elsewhere in this catalogue) is not eligible for a minor in education.

180 Methods and Concepts of Mathematics

Instruction Designed for future elementary teachers who are sophomores and above and are seeking elementary teaching certification. Course includes: teaching mathematics based on recent research efforts which deal with topics such as early number, geometry, rational number, multiplication and division concepts; development of estimation strategies and processes; influence of gender/minority-related variables on mathematics performance; impact of calculators and computers; and children's development of mathematics concepts. Curriculum materials and strategies are included. Spring Semester only. *Prerequisite:* EDUC 201 or permission of instructor.

Ms. Hofman

201 Educational Psychology Study of the development of psychological principles of learning, pupil evaluation, and the statistics necessary for analyzing test data. Repeated in the spring semester. Psychology 101 recommended as background.

Mr. Packard

209 Social Foundations of Education Study of the professional aspects of teaching, the relation of schools to society, historical and philosophical development of American education, the organization of state and local school systems, and the impact of national programs on education, including court decisions. Repeated in the spring semester. Includes a unit on computer literacy.

Mr. Williams, Ms. Brough

303 Educational Purposes, Methods and

Educational Media: Secondary The function of schools in a democracy. Emphasis is placed on methods and techniques of the teaching-learning process. The course includes: examination of content; foundations for approaches other than didactic; interdisciplinary connections; reading in the content areas; development of lesson plans and a major unit of study; logistics of classroom management; needs of special students in secondary schools; and uses of evaluation. *Prerequisites:* Education 201 and 209 and acceptance into the Education Semester. Repeated in the spring semester.

Ms. Hofman, Ms. Brough

304 Techniques of Teaching and Curriculum of

Secondary Subject Secondary subjects including biology, chemistry, physics, English, French, Spanish, German, Latin, mathematics, health and physical education, and social studies. This course is taught by a staff member of each department having students

in the Education Semester. Included is a study of the methods and materials applicable to the teaching of each subject and the appropriate curricular organization. *Prerequisites:* Consent of the major department and acceptance into the Education Semester. Repeated in the spring semester.

Staff

306 Educational Purposes, Methods, and Instructional Media in Social Studies, Art, and Music

Applying principles of learning and human development to teaching social studies in the elementary school. Included is the correlation of art and music with the teaching of the social sciences. A major portion of the course is devoted to the development and teaching of a social studies unit in conjunction with the student teaching experience. *Prerequisites:* Education 180, 201, 209, 331, 370 and acceptance into the Education Semester. Repeated in the spring semester. Elementary education students enroll for this course during the Education Semester.

Ms. Brough, Ms. Van Arsdale

331 Developmental Reading Instruction and the Language Arts

An introduction to the theory, problems, and approaches to developmental reading instruction and the language arts. Current trends relating to the acquisition of language and reading skills are studied. Children's literature and its relation to the learning process are explored. Designed for elementary and secondary teachers.

Prerequisite: Education 201. Fall semester only.

Ms. Brough

334 Corrective Reading A study of the analysis and correction of reading disabilities. Survey of tests and materials including children's literature as an incentive to greater interest in reading are included along with a reading internship in the public schools under the guidance of a reading teacher. Diagnosis and remedial tutoring of school pupils who are having reading problems is provided. Elementary education students enroll for this course during the Education Semester. *Prerequisites:* Education 201, 209, and 331 and acceptance into the Education Semester. Repeated in the spring semester.

Ms. Brough, Ms. Van Arsdale

370 Elementary School Science: Purposes, Methods, and Instructional Media

Study of scientific concepts for mastery by elementary pupils. The course emphasizes science process skills and the inquiry-based approach; child development and its relation to learning science concepts; examination of science programs; multidisciplinary science; evaluation techniques; individualization (including

issues related to gender, culture and special needs), and instructional media designed to give the prospective teacher a thorough background in elementary school science. *Prerequisite:* Education 20 or permission of instructor. Fall semester only.

Ms. Hofma

411 Internship in Teaching Composition A

teaching internship in a section of English 101. Under the supervision of the instructor in that section, the intern will attend classes, prepare and teach selected classes, counsel students on their written work, and give students' papers a first reading and a preliminary evaluation. All interns will meet regularly with members of the English department to discuss methods of teaching composition and to analyze the classroom experience. Required of all majors in English planning to enroll in the secondary education program. Students should register for Education 411 in the semester prior to their Education Semester.

English Department Staff

461 Individualized Study—Research Offered both semesters.

471 Individualized Study—Internship Offered both semesters.

476 Student Teaching Student observation, participation, and teaching under supervision of an experienced and certified teacher. Group and individual conferences are held for discussion of principles and problems. The student will spend the full day for 12 to 15 weeks in the classroom. A weekly seminar is required. This course carries two course credits. *Prerequisites:* All required education courses and acceptance into the Education Semester. Repeated in the spring semester.

English

Professors E. Baskerville, Fredrickson (*Chairperson*),

Myers, Schmidt, Stewart, and Stitt

Associate Professors Berg, Garnett, Goldberg,

Hanson, Lambert, Larsen, and Winans

Assistant Professors, Barnes, Bingham and Johnson

Adjunct Associate Professor M. Baskerville

Adjunct Assistant Professors Howe and Love

Adjunct Instructors Beedle, Clarke, Cozort, Craft, Hartzell, and Saltzman

Overview

The courses offered by the department are designed to train students to express their thoughts clearly and effectively through spoken and written language and

to understand, interpret, and assimilate the thoughts and experiences of the great writers of English and American literature. English is excellent preparation for careers in business, teaching, law, publishing, journalism, and government service, and for graduate study leading to advanced degrees in English, the ministry, and library science. Majors have also enrolled in graduate programs in business, urban planning, social work, public administration, and others.

The courses in theatre and drama offered by the department are designed to train students to conceive of the theatrical event as a unit, joining its literary and historical values with means of expression in production, demonstrating the relationship of acting, directing, and design with the efforts of playwrights both past and present. This is accomplished through the students' work in the theatre program's productions which include Mainstage offerings in the Kline Theatre as well as studio presentations in the Stevens Theatre and Otherstage works-in-progress. The study of theatre arts prepares students for careers in the theatre, arts administration, teaching, and business.

The department offers a major in English and American literature and a major in theatre arts. The department also offers a minor program in each field.

The department believes that a well-balanced program for a major in English and American literature should include (1) knowledge of the literary history of England and America; (2) training in the application of the techniques of literary analysis and the different critical approaches to literature; (3) knowledge of the characteristics and development of the major literary forms or genres; (4) study in depth of the work of one author of significance; and (5) some knowledge of the history of the English language and of English as a system.

The department also believes that a well-balanced program for a major in theatre arts should include (1) knowledge of the history of the theatre from primitive man to the present; (2) training in and application of the various performance areas of theatre; (3) knowledge of the characteristics and development of the literary genre known as drama; and (4) the development of a play from the initial script to actual performance.

The Writing Center

The Writing Center, staffed by several English department faculty members and specially trained Gettysburg College students, is a valuable college

resource. The Center's staff assists students with their writing in the following ways:

- Discusses an assignment in order to clarify it or to plan a method of approach
- Helps in organizing a paper or other piece of writing such as a letter of application
- Suggests ways to make troublesome parts of a paper more effective
- Shows ways to correct recurring grammatical errors

The Writing Center is open six days a week. There is no charge for this service.

Requirements and Recommendations

The Major in Literature

The requirements for the major in literature are twelve courses in English and American language and literature in addition to the first semester of Literary Foundations of Western Culture (IDS 103). All majors in literature are required to take English 150, 151, 152, 153, 154, and IDS 103. In addition, to obtain the desired distribution of courses, majors must elect one course from each of the following categories:

- I. English Language and Literary Theory (1 course): English 209, 210.
 - II. Topics in English Literary History (3 courses; 1 from each group):
 - A. Medieval, Renaissance: English 310 to 319.
 - B. 17th and 18th Centuries: English 320 to 329.
 - C. 19th and 20th Centuries: English 330 to 339.
 - III. Topics in American Literary History (1 course): English 340 to 349.
 - IV. Major Authors (1 course): English 362, 365, 366 or any seminar devoted to a British or American author deemed by the department to be of major importance.
 - V. Seminar (1 course): English 401-404, 420.
- English 420, the Honors Seminar, is reserved for students admitted to the Departmental Honors Program.

English 101, 110, 201, 203, 205, 206, 305, and courses in speech may not be used to fulfill the department's major requirements. Courses in theatre arts count only toward the theatre arts major.

The Minor in Literature

The requirements for the minor in literature are six courses. All minors must take two courses of the Survey of English and American Literature sequence (English 150-154), and at least four advanced courses, two of which must be on the 300 or 400 level. Writing courses, with the exception of English 101, may be used to fulfill the department's minor requirements.

The Major in Theatre Arts

Majors in theatre arts must take IDS 103 and theatre arts 105, 203, 204, and 214. They must also elect the specified number of courses from each of the following categories:

- I. Theatre Arts (3 courses): 1 course from each of the following groups:
 - A. (Acting and Dance) 120, 163, 220, 307, 320, 377.
 - B. (Design) 115, 155, 255, 311, 355, 381.
 - C. (Directing) 182, 282, 382.
- II. Drama (3 Courses): English 226, 365, 366, Theatre Arts 328, 329, Classics 264, 266, French 327, German 335, Spanish 313.
- III. Electives (2 courses): Any of the theatre arts and drama courses listed above and/or Theatre Arts 222, 252, Art 238, 239, Spanish 315.

The Minor in Theatre Arts

The requirements for the minor in theatre arts are six courses: Theatre Arts 105, Theatre Arts 203 or 204; one course in Drama (English 226, 365, 366, Theatre Arts 214, 328, 329); 2 studio courses (Theatre Arts 115, 120, 155, 163, 182, 220, 255, 282, 307, 311, 320, 355, 377, 381, 382); one course in theatre arts or any of the above listed theatre arts or drama courses plus Theatre Arts 252. No more than four courses may be at the 100-level.

Elementary and Secondary Education

The major for students enrolled in the elementary education program consists of ten courses, in addition to the first term of Literary Foundations of Western Culture (IDS 103). Working with the chairperson of the English department, each elementary education student will design a major program following as closely as possible the department's distribution requirement for the major. Students planning to teach English in the secondary schools are required to take English 209 and either 365 or 366. Speech 101, IDS 104, and either Theatre Arts 328 or 329 are strongly recommended. The department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary English, and Education 411, Internship in Teaching Composition. Students planning to do graduate work in English should develop proficiency in Latin, French, or German.

English majors may take internships in a variety of fields, such as journalism, law, public relations, publishing, radio, and television. Theatre arts majors may take internships in theatre, radio, television, public relations, and arts administration. Students who wish to apply for internships must secure from their advisers a statement of the department's policy regarding application deadline, form of proposal, requirements, and grading.

Distribution Requirements

All courses offered by the department, except English 101, 201, 203, 205, 206, 209, 305, and courses in speech and theatre arts, may be used to fulfill the College distribution requirement in literature. English 205, 206, and all theatre arts courses except 328 and 329 may be used to fulfill the College distribution requirement in arts.

Senior Honors Program

English majors who have shown special promise in English will be invited to complete a thesis and seminar sequence during their senior year. Students taking the program will write a thesis during the fall semester under the direction of a member of the department. During the spring semester they will participate in an honors seminar under the direction of the program director. Only students selected for and successfully completing the program will be eligible to receive honors in English. For details of the program, consult the brochure available in the English department.

101 English Composition Aims to develop the student's ability to write in clear, accurate, and thoughtful English prose. Not limited to first year students. Repeated spring semester.

Staff

110 The Interpretation of Literature An intensive study of the dominant literary types: short story, novel, poem, and drama. The course attempts to stimulate a valid appreciation and judgment of literature through precise critical analysis of selected works truly representative of major literary forms. Fulfills distribution requirement in literature. Open only to first year students and a limited number of sophomores. Offered both semesters.

Staff

150, 151, 152 Survey of English Literature A historical survey of English literature from *Beowulf* through the 20th century, with some attention to the social, political, and intellectual backgrounds of the periods under investigation. Selected works will be discussed in class to familiarize students with various methods of literary analysis, and students will write several short critical papers each semester.

Staff

153, 154 Survey of American Literature

A chronological study of American writing from colonial days through the present, with some attention to the social, political, and intellectual backgrounds. Primary emphasis during the first half

of the sequence falls on the Puritans and American Romantics; the second half surveys writers from the Romantics forward, including such figures as Twain, Chopin, James, Williams, Stevens, Faulkner, Hughes, as well as selected contemporary writers.

Staff

201 Advanced Expository Writing An intensive course in advanced rhetorical techniques, with particular emphasis on analysis of evidence, selection of appropriate style, and importance of revision.

Ms. Larsen

203 Journalism An introduction to journalism, the course offers basic skills in writing news and feature stories, sports and specialty stories, and editorials. Students develop an understanding of what makes news; how to conduct an interview; and how to write follow-up stories. As part of the course, students are required to submit articles to *The Gettysburgian*. Trips to newspaper offices in this area are offered.

Mr. Baskerville

204 The Writing of Non-Fiction Prose: The Literature of Travel This is a workshop in the writing of highly literary non-fiction prose that explores a sense of place; the course welcomes service/learning students and/or those who travel or who wish to travel. By Permission of Instructor.

Ms. Larsen

205, 206 The Writing of Fiction, Poetry, and Drama A workshop in the writing of short stories, verse, and plays, with an analysis of models. Either course may be used to fulfill the distribution requirement in arts.

Ms. Larsen

209 History of the English Language Provides a historical understanding of the vocabulary, forms, and sounds of the language from the Anglo-Saxon or Old English period to the 20th century.

Mr. Baskerville

210 Theories of Literature Undertakes to examine and compare the various ways in which literature has been regarded: its sources, forms, and purposes. The history of critical theory surveyed, from Plato and Aristotle to the present, with emphasis upon the modern period and such movements as New Criticism, structuralism, deconstruction, and feminist criticism. The goal of the course is to make students aware of themselves as readers.

Ms. Berg

216 Images of Women in Literature An examination of the various ways women have been imagined in literature. We will look at how and why images of women and men and of their relationships to one another change, and at how these images affect us. Emphasis will be placed on developing the critical power to imagine ourselves differently.

Ms. Berg

226 Introduction to Shakespeare A course that endeavors to communicate an awareness of Shakespeare's evolution as a dramatist and of his importance in the development of Western literature and thought. Designed for students not majoring in English.

Mr. Bingham, Mr. Myers

231 to 260 Studies in Literature An intensive study of a single writer, group, movement, theme, or period. May be counted toward the major. Fulfills distribution requirement in literature. Open to first year students.

Courses in this category offered in 1992-93:

248 The 19th-Century Novel This course explores the dialectical relationship between romanticism and realism in British literature from the beginning of the 19th century through the first decade of the 20th century. Includes Sir Walter Scott, Mary Shelley, Charles Dickens, the Bronte sisters, George Eliot, Elizabeth Gaskell, and Oscar Wilde.

Ms. Berg

250 Harlem Renaissance and Chicago Renaissance This course defines, examines, and differentiates between two important African American literary movements—the Harlem Renaissance and the Chicago Renaissance—through the major fiction, poetry, and prose writers of the period.

Ms. Barnes

305 The Writing of Poetry and Short Fiction: Advanced A course open to students who have demonstrated that their skills in the writing of poetry and fiction might be further developed. The goal of each student will be the composition of a group of poems or short stories. *Prerequisites:* English 205, 206.

Ms. Larsen

310 - 319 Topics in Medieval and Renaissance Literature A variety of authors, themes, genres, and movements will be studied, ranging from Anglo-Saxon poetry and prose through Shakespeare's works. Several sections, each dealing with a different subject, will be offered each year.

Courses in this category offered in 1992-93:

311 Metaphysical and Baroque Literature

Examining literature often mislabeled "metaphysical," this course will consider the philosophic, religious, and cultural upheavals of that time as background for the great aesthetic changes that evolved through at least two distinctive styles, the metaphysical (or manneristic) and the high baroque.

Mr. Myers

312 Epic to Romance We shall read texts ranging from *Beowulf*, *Roland*, and the *Nibelungenlied* through the romances of Chretien de Troyes and Marie de France to the final summary work of Arthurian legend, Sir Thomas Malory's *Morte Darthur*.

Mr. Baskerville

314 Renaissance Drama A study, after some attention to the beginnings of drama in the Middle Ages, of some of Shakespeare's contemporaries, with special attention to Marlowe, Jonson, Webster, Middleton.

Mr. Bingham

320 - 329 Topics in 17th and 18th Century Literature

A variety of authors, themes, genres, and movements will be studied, ranging from Donne and Herbert through Johnson and Boswell. Several sections, each dealing with a different subject, will be offered each year.

Courses in this category offered in 1992-93:

321 Restoration and 18th-Century Literature

Focusing on literature written between 1660 and 1743, this course examines dominant literary forms and modes and explores such issues as the education of women and marriage; changing social behavior; and growing consumerism.

Ms. Stewart

325 Studies in the 18th-Century Novel In the 18th century novels were "a new species of writing." In this course we will read several 18th century novels and examine the particular social conditions and philosophical ideas that give impetus to the so-called "rise of the novel." We will also examine the autobiographical impulse, in its several forms, that informed the early novels.

Ms. Lambert

326 Autobiography: Defining the Self in the 18th and 20th Centuries As a genre, autobiography (and its sister, biography) came into its own in the 18th century. We will study the autobiographies of several 18th century men and women to see how and in what ways they "defined" themselves in the context of 18th

century life and society. Then we will read modern autobiographies to examine the ways the form has changed.

Ms. Lambert

330 - 339 Topics in 19th and 20th Century Literature

A variety of authors, themes, genres, and movements will be studied, ranging from Blake, Wordsworth, and Coleridge through Yeats, Eliot, Woolf, and selected contemporary writers. Several sections, each dealing with a different subject, will be offered each year.

Courses in this category offered in 1992-93:

331 Romanticism: Knowing and Creativity In this course, we will attempt to define various ways in which the principal British Romantic writers tried to define knowledge and creativity, to understand each in terms of the other, and to blur the distinctions between them.

Mr. Goldberg

332 British Writers, 1918-1939 A Study of the literature of the two decades between the two great European wars of the first half of the 20th century, including poetry, fiction, and non-fiction. Writers to be studied include Eliot, Yeats, Auden, Woolf, Waugh, and Greene.

Mr. Garnett

336 Charles Dickens The best of Dickens, the worst of Dickens; the wisdom of Dickens, the foolishness of Dickens; the Dickens of Light, the Dickens of Darkness; the hopeful spring and discontented winter of Dickens: in short, Charles Dickens's career traced through six or eight novels.

Mr. Garnett

339 The Birth of Modernism This course takes an interdisciplinary look at the literature and culture of the transition from Victorianism into Modernism, 1880 through 1920. Besides studying literature, we will explore Freud's theory of the unconscious and its effect on the literature and art of the period.

Prerequisite: ENG 152

Ms. Johnson

340 - 349 Topics in American Literature A variety of authors, themes, genres, and movements will be studied, ranging from colonial writers through selected contemporary authors. Several sections, each dealing with a different subject, will be offered each year.

Courses in this category offered in 1992-93:

343 American Realism & Naturalism American fiction from the late 19th century to the early 20th century including works by James, Howells, Dreiser, Chopin, and Wharton with emphasis placed on the role of the heroine.

Mr. Fredrickson

344 Contemporary American Poetry A study of American poetry written since World War II by such poets as Elizabeth Bishop, Stanley Kunitz, James Wright, Charles Wright, Denise Levertov, and Sharon Olds. The class will be visited by some of the poets.

Mr. Stitt

347 Contemporary American Fiction A study of the form, content and diversity in American fiction since the 1940's, drawing on a selection of novels and short stories by such writers as Updike, Nabokov, Carver, Bellow, Pynchon, and others.

Mr. Fredrickson

349 Major Contemporary African American Women Writers This course examines the cultural, social, and domestic concerns of African American women in the literature of Alice Walker, Toni Morrison, Gloria Naylor, Paule Marshall, Terry McMillan, and Toni Cade Bambara.

Ms. Barnes

362 Chaucer Examination of selection of Chaucer's minor poems and of five of his major poems (including "Troilus and Criseyde" and "Canterbury Tales") as the means of assessing the poet's response to literary influences and of tracing the development of his original genius.

Mr. Baskerville

365, 366 Shakespeare A course that seeks to communicate an understanding both of Shakespeare's relation to the received traditions of his time and of his achievement as one of the most important figures in Western literature. Language, characterization, and structure in each of the numerous plays will be carefully analyzed. English 365 will focus on the early plays through *Hamlet* and *Troilus and Cressida*. English 366 on the later plays.

Mr. Myers

401, 402, 403, 404 Seminar Intensive studies of announced topics in Medieval and Renaissance literature, in 17th and 18th century literature, in 19th and 20th century literature, and in American literature. *Prerequisite:* Senior standing in the major or departmental permission.

Seminars offered in 1992-93:

401 Radical Drama: Ideology and Power in the Elizabethan and Jacobean Theatre An exploration of how Elizabethan and Jacobean theatre functioned reflectively and subversively during the Renaissance. Participants will choose for research purposes one of

the era's significant dramatists, investigating that writer's life and works and submitting a critical essay examining issues and ideas relating the playwright to the seminar's focus.

Mr. Myers

402 Seminar: Life Writing This course examines letters, journals, memoirs, and biographies—forms Virginia Woolf has designated as "life writing"—in the 18th century but focuses primarily upon biography as a new literary form.

Ms. Stewart

403 The Fiction and Poetry of Thomas Hardy

This seminar studies the literary work of Thomas Hardy, one of the few artists to receive critical acclaim in both the novel and poetry. We will cover material culled from each of the six decades of Hardy's literary career. *Prerequisite:* ENG 152.

Ms. Johnson

404 Honors Seminar: Feminine/Feminist

Aesthetics This course looks at theoretical approaches to feminine/feminist aesthetics. Issues of gender and genre are discussed. We examine the links between aesthetics and politics and the ways in which literature shapes us at the same time that we shape literature. Texts to be studied include Charlotte Lennox's *The Female Quixote*, Elizabeth Barrett Browning's *Aurora Leigh*, and Alice Walker's *The Color Purple*.

420 Honors Seminar An intensive study of an announced topic under the guidance of the Director of the Senior English Honors Program. *Prerequisite:* Successful completion of an honors thesis. Offered in the spring semester.

Staff

464 Honors Thesis An individualized study project involving the research of a topic and the preparation of a major paper under the direction of a member of the department. This research and writing will be done during the fall semester of the senior year. *Prerequisites:* By invitation of the department only.

Staff

Individualized Study An individual tutorial, research project, or internship under the supervision of a member of the staff. A student must submit a written proposal to the department well in advance of registration. *Prerequisite:* Approval of the department and of the directing faculty member. Offered each semester.

Staff

Theatre Arts

The major in theatre arts is described, page 89. Although theatre arts courses (except 214, 328 and 329) may be used to fulfill the distribution requirement in arts, students are urged to take one of the following: TA 105, 115, 163, 203, 204, and 252.

105 Introduction to Theatre Arts An overview of theatre, including its historical background, its literary works, its technical aspects, and its performance techniques. Students will study the theatre of today in relation to its predecessors and in terms of its modern forms in cinema and television. Students will read texts and analyze methods used in bringing those works into production. Field trips will offer opportunities to critique performances.

Mr. Hanson, Ms. Howe

115 Theatre Production A course designed to provide an extensive investigation of the historical and contemporary trends and practices essential for theatre production. The student gains an understanding of theatre procedures and acquires a grasp of the equipment necessary for the execution of scenery, properties, sound, and stage lighting. This course is a combination of lecture and laboratory work and requires backstage participation in college productions.

Mr. Hanson

120 Fundamentals of Acting The study of the theory and technique of the art of acting; voice technique for the stage; the use of pantomime, including the study of gesture and movement. Emphasis will be placed on the discipline and control of the body and the voice to best serve the actor. Improvisation will be employed. In addition, students will be expected to perform in scenes for class analysis. *Prerequisite:* Permission of the instructor.

Ms. Howe

155 Fundamentals of Stage Design Basic theories and technique of design for the stage. The theory behind the design, and the interrelationship of scene design, lighting, costumes, and properties. How stage design interprets the themes and moods of a play as well as identifying period and place will be studied. This course will follow a lecture-discussion format and involve extensive studio work. Students will analyze, create, and execute basic designs for the Laboratory Theatre Series in association with students in Theatre Arts 182. *Prerequisite:* Permission of the instructor.

Mr. Hanson

163 Introduction to Dance An overview of the history and development of modern dance with

emphasis on the early pioneers (Duncan, Denis-Shawn, Humphrey, Weidman, Hawkins, Cunningham), intended to develop an appreciation of dance as an art form. The study of form and technique and the physical application thereof. Emphasis will be placed on the discipline and control of the body to best serve the dancer.

Staff

182 Fundamentals of Directing The study of the theory and technique of the art of the director; how a play is selected; play analysis; tryouts and casting; the purpose and technique of blocking, movement, and stage business. Students are required to direct scenes in class and a short play as part of the Laboratory Theatre Series. *Prerequisite:* Permission of the instructor.

Mr. Schmidt

203, 204 History of the Theatre A survey of the theatre from the primitive to the present. Emphasis is placed on the relevance of theatre design, production techniques, and acting styles to the plays of their periods, and the relationship between society and the theatre it nurtured. The first semester covers Greek, Roman, Medieval, Elizabethan, and Oriental; the second semester is devoted to the Italian Renaissance, French, Neoclassical, the Restoration, and the eighteenth, nineteenth, and twentieth centuries.

Mr. Schmidt

214 Survey of Dramatic Literature An overview of dramatic literature from the Greeks to the present. Play structure is analyzed, and comparisons made between methods of executing plot, development of character, and theme. Contents includes plays from the Greek and Roman periods, medieval, Elizabethan and seventeenth through twentieth centuries. Emphasis will be placed on written analysis. Fulfills the literature distribution requirement and does not fulfill the arts requirement.

Ms. Howe

220 Advanced Acting Further study in the theory and techniques of the art of the actor, the analysis and interpretation of acting roles, and the building of characterization. Roles, both comic and tragic, from Contemporary Restoration, Elizabethan, Commedia dell'Art, and Greek theatre will be analyzed and performed. *Prerequisite:* Theatre Arts 120 and/or permission of the instructor.

Mr. Schmidt

222 Oral Interpretation of Literature An analytical and structural study of recognized prose, poetry, and dramatic selections which will facilitate individual rehearsal and performance of the literature. These

readings will incorporate the Readers Theatre format and emphasis will be placed on developing an appreciation for the literary work as a complete aesthetic unit. Students will be challenged to recognize their potential for speaking and reading before an audience. The class will employ an ensemble approach and present several public performances during the semester.

Mr. Hanson

252 Studies in Film Aesthetics A study of historically significant films, film theory, and criticism intended to develop an appreciation for film as an art form. The students will keep a journal of critical responses to films, write short critical papers, and will become familiar with writing that has been done about films.

Mr. Fredrickson

255 Advanced Stage Design Examination of historical and contemporary theories of scene, lighting, and costume design. Students will consider design as the visual manifestation of the playwright's concepts. Besides designing the same play for proscenium, arena, thrust, and profile stages, and a period play for a period other than its own, students will complete advanced designs in scene, lighting, and costumes, and create designs for the Laboratory Theatre Series in association with students in Theatre Arts 282. *Prerequisite:* Theatre Arts 155.

Mr. Hanson

282 Advanced Directing Further studies in the theory and technique in the art of the director. Students will engage in directional analyses of plays representing different periods. Particular attention will be given to contemporary methods of presentation, with special emphasis on arena and thrust staging. In addition to directing scenes in class, students will direct two scenes and a one-act play for public presentation, the latter as part of the Laboratory Theatre Series. *Prerequisites:* Theatre Arts 182 and/or permission of the instructor.

Mr. Schmidt

307 Theatre Arts Practicum - Acting A practical learning experience in acting. During a seven-week period, students will perform in three children's theatre productions and will also participate in three mainstage productions as part of Gettysburg Theatre Festival's summer program. Students are afforded the opportunity of working alongside professional actors and under professional direction before discriminating audiences. Commedia dell'Arte improvisational techniques are employed in the creation and rehearsals of the children's theatre offerings. A study of the works of the authors represented on the mainstage, analyses of the literary and theatrical aspects of

the works to be produced, as well as discussions sessions and workshops with the professional actors and directors are included in class work.

Mr. Schmidt

311 Theatre Arts Practicum - Technical A practical learning experience in technical theatre. During a seven-week period students will participate in the varied technical aspects of mounting three mainstage productions as well as three productions offered by the Theatre for Children as part of the Gettysburg Theatre Festival's summer program. Hands-on experience will be gained from the construction, painting and placement of sets, hanging and running of stage lights, and the construction and gathering of properties and costumes. A study of the theatrical aspects of the works to be produced and analyses of the concepts and techniques employed in this production and others of a similar nature (both contemporary and historical) are integral aspects of the course.

Mr. Hanson

320 Problems in Acting A course designed for students who have demonstrated the skill and talent to undertake further studies in acting which will culminate in an independent study project. *Prerequisite:* Theatre Arts 120 and 220 and/or permission of the instructor.

Mr. Schmidt

328, 329 Twentieth-Century Drama A study of major dramatists from Ibsen to the present and of dramatic movements such as realism, naturalism, expressionism, as well as Theatre of the Absurd. The first semester includes Ibsen, Strindberg, Chekhov, Shaw, Pirandello, Odets, O'Neill, and others; the second semester begins after World War II and includes Williams, Miller, Osborne, Pinter, Beckett, Ionesco, Genet, and others. Fulfills the literature requirement and does not fulfill the art requirement.

Mr. Schmidt

355 Problems in Stage Design A course designed for students who have demonstrated the skill and talent to undertake further studies in design which will culminate in an independent study project. *Prerequisites:* Theatre Arts 155 and 255.

Mr. Hanson

377 Theatre Arts Practicum - Acting (Advanced) An advanced practical learning experience in acting for students who have demonstrated that their skills in performing before the public (both young and old) might be further developed. Students will continue work begun in Theatre Arts 307; they will

be expected to produce mature and advanced work and undertake a broader range of roles and more complex ones. *Prerequisite:* Theatre Arts 307.

Mr. Schmidt

381 Theatre Arts Practicum-Technical (Advanced)

An advanced practical learning experience in technical theatre for students who have demonstrated that their skills in the technical aspects of theatre might be further developed. Students will continue work begun in Theatre Arts 311 and will be expected to undertake more advanced assignments in set construction, stage lighting, costumes, and properties. *Prerequisite:* Theatre Arts 311.

Mr. Hanson

382 Problems in Directing A course designed for students who have demonstrated the skill and talent to undertake further studies in directing which will culminate in an independent study project.

Prerequisites: Theatre Arts 182 and 282.

Mr. Schmidt

Individualized Study

A production of a major work, a tutorial, or an internship under the supervision of a member of the staff. A student must submit a written proposal to the department well in advance of registration.

Prerequisites: Approval of the department and of the directing faculty member.

Speech

101 Public Address A study of the basic principles of public address. Emphasis is placed on developing both a theoretical and practical understanding of oral communication through lecture and reading assignments, as well as through practice in preparing, organizing, delivering, and criticizing speeches in class.

Ms. Howe

201 Advanced Public Address

An analysis of public address as an art form and as an important civilizing force in Western society.

Students will have the opportunity to apply concepts and strategies they have learned in Speech 101.

Prerequisite: Speech 101.

Mr. Hanson

Environmental Studies

A.R. Cavaliere, Coordinator

Environmental Studies is an interdisciplinary program that studies the interdependence of the human being and the natural environment, investigating the nature of that relationship and the forces affecting

environmental quality. According to the program currently under development, students can minor in Environmental Studies. Within the minor, students will be able to focus on (1) policy issues concerning environmental management and conservation; or (2) on biogeography; or (3) on physical and technological aspects of environmental management.

Together with the Environmental Studies Coordinator, the Environmental Studies Committee (ESC), consisting of faculty members in Biology, Chemistry, Physics, Philosophy, and Economics, directs the program.

Students may ask any member of the ESC to supervise independent study or research in areas such as environmental ethics, environmental impact assessment, hazardous waste disposal siting, or environmental policy legislation.

211, 212 Environmental Science

A study of the impact of humans on their natural environment, with an emphasis on ecological principles. Human population growth; energy utilization and dependence; deforestation and agricultural practices; air and water pollution; climate change and declining biodiversity.

Recommendations

In addition to Environmental Studies 211 and 212, the ESC recommends the following courses for students interested in environmental studies:

Biology 218: Biology of Algae and Fungi
 Biology 300: Biology of Plant Adaptations
 Biology 305: Ecology
 Economics 341: Environmental Economics
 Geography 310: Physical and Human Geography
 IDS 240: Energy—Production, Use, and Environmental Impact
 Philosophy 105: Contemporary Moral Issues
 Philosophy 356: Topics in Philosophy—Environmental Ethics
 Sociology 203: World Population

Some of these courses carry prerequisites.

French

Professor Viti

Associate Professors Gregorio, Michelman, A.

Tannenbaum (*Chairperson*), and Richardson Viti

Assistant Professor Arey

Instructor Faucon

Adjunct Assistant Professor Exton

Teaching Assistant LeBournault

Overview

Foreign language study not only teaches students much about their native tongue, but also introduces them to another people's language, literature, and customs. This awareness of cultural and linguistic relativity is one of the hallmarks of a liberal education.

Introductory French courses develop students' skills in spoken and written French and acquaint them with the literature and culture of the French-speaking world. Language laboratory work is mandatory for all beginning students. With emphasis on oral/aural proficiency, it complements classroom instruction in the language.

Advanced language allows the student to reach the higher level of mastery in French required in more specialized study and usage. In the more advanced literature and civilization courses, students study French writing and culture in greater depth, thereby gaining considerable knowledge of and insight into France's past and present achievements in all fields of endeavor. Majors (and, indeed, non-majors as well) are moreover encouraged to study abroad, either in the College-sponsored programs at the Université de Haute Bretagne in Rennes or at the Institute for American Universities in Aix-en-Provence, or in another approved program, as an inestimable enhancement to their understanding of the country, its people, and its language. When students choose the College-sponsored course of study in Rennes or Aix, both credits and grades are transferred and financial aid may be applied to participation in the program.

Students specializing in French will find that their major studies, in addition to their humanistic value, afford sound preparation for graduate study and for careers in teaching or interpreting. A knowledge of French will also be invaluable to them in the fields of international business and government as well as social work. *All courses offered in the department are conducted in French.*

Requirements and Recommendations

The French major curriculum is made up of *two* sequences:

- 1) A group of *five* required courses — 301, 302, 307, 308, 309 — which, unless there is a valid basis for exception, should be taken first and *in the order presented above* (although 307 may be taken simultaneously with 302 or 308);
- 2) A set of *four* electives chosen from among the other departmental offerings on the 300 and 400 levels.

All majors, and especially those planning study abroad or on certification in secondary education, are urged to take 311 or 312 or both, if possible. Individualized study may be taken only once as part of the minimum requirements for the major. These requirements may be waived in special cases at the discretion of the department. Majors are encouraged to study in a French-speaking country, although this is not a departmental requirement. All majors must take at least one course within the department during their senior year.

Requirements for a minor in French involve a total of six courses. For students who begin in the 101-102, 103-104, or 201-202 sequences, 202 will count toward the minor. In addition, students must take 205, 301-302, and *two* additional courses, of their choice, above 302.

Students who begin in 205 must take, in addition, 301-302 and *three* other courses above 302.

Students who begin on the 300 level must take 301-302 plus *four* additional courses above 302. As with the major, courses taken abroad may be counted toward a minor, subject to the approval of the department chairperson.

Students contemplating a minor in French should register with the department chairperson and be assigned a minor adviser.

French 307 is a prerequisite for majors and minors for all *literature* courses above the 205 level (however, students may take 307 simultaneously with either 302 or 308).

Students who have completed the language requirement and who wish to continue in French, but do not contemplate either a major or minor, may take 205, 301, 302, 307, 308, or 309. Permission of the department chairperson is required for entry into all other courses.

Prior to their first registration at the College, all students receive preregistration materials which give detailed instructions on language placement and fulfilling the distribution requirement in foreign languages. The following courses fulfill the distribution requirement in literature: French 205, 307, 308, 309, 318, 321, 322, 326, 327, 328, 331, and 400 where appropriate.

Distribution Requirements

The distribution requirement in foreign languages may be fulfilled by successful completion in French of 201-202 or 205. The equivalent of intermediate achievement may be demonstrated by an advanced placement examination or the Departmental Placement Examination given during the First Year Orientation. *No student may continue French at Gettysburg unless he/she has taken the Departmental Placement Examination.* French 205 satisfies both the foreign language requirement and the literature requirement. This course emphasizes intensive reading of complete works of literature for comprehension and analysis of style. Students who qualify and choose this alternative should have adequate preparation in reading French prose. A student who shows unusual proficiency in 201 may, with the consent of the department chairperson, take 205 and thereby fulfill the language and literature requirements. French 331 fulfills the distribution requirement in non-Western culture as well as in literature.

Special Facilities

Language Laboratory in Musselman Library/Learning Resources Center.

Special Programs

See Study Abroad, C.I.E.E. Program at the Université de Haute Bretagne, Rennes, France and Institute For American Universities Program in Aix-en-Provence.

La Maison Française (The French House)

Students may elect to live in this separate residential unit staffed by a native-speaking assistant. French is the principal language spoken in the house and residents help plan and participate actively in various French cultural activities on campus (see *Other Activities* below).

Other Activities

The department and La Maison Française sponsor various activities and organizations such as the weekly French table in the Dining Hall, the Cercle Français (French Club), French films, and lectures.

101-102 French for Beginners Elements of speaking, reading, and writing French. Language laboratory usage is required. Enrollment limited to those who have not studied French previously. A student may not receive credit for both 101 and 103 or for both 102 and 104.

Staff

103-104 Elementary French Fundamentals of speaking, reading, and writing French. Language

laboratory usage is required. Enrollment limited to those who have previously studied French and who are enrolled according to achievement on the Departmental Placement Examination. A student may not receive credit for both 101 and 103 or for both 102 and 104.

Staff

201-202 Intermediate French Grammar review and practice in oral French in the fall semester, with stress on reading and written expression in the spring. Contact with French culture is maintained throughout. Enrollment limited to those who have previously studied French and who have completed 101-102 or 103-104, or who are enrolled according to achievement on the Departmental Placement Examination. Successful completion of 201 is a prerequisite for entry into 202.

Staff

205 Readings in French Literature Two objectives of skill in reading French prose for comprehension and reading a significant amount of French literature of literary and cultural merit. This course differs from French 201, 202 in that it emphasizes reading for comprehension of content. Enrollment limited to those who have previously studied French and who are enrolled according to achievement on the Departmental Placement Examination. Offered both semesters.

Staff

301, 302 French Structure, Composition, and Conversation Applied grammar and syntax at an advanced level; exercises in directed and free composition; group discussion and presentation of individual oral work. Extensive use of film. Offered every year. Required of all majors/minors.

Staff

303 Phonetics and Diction Phonetic theory, practice, and transcription. Intensive training in pronunciation and diction. Intended for majors/minors prior to foreign study. Alternate years.

Ms. Tannenbaum

304 Advanced Stylistics Intensive practice in the refinement of writing skills directed towards a sophisticated and idiomatic use of the language. Components of course work include composition, translation, comparative stylistics, French for use in commercial and other correspondence, and work in the spoken language. *Prerequisites:* French 301-302. Offered every year.

Staff

307 Approaches to Literary Analysis Reading and analysis, in their entirety, of representative selections of prose, poetry, and theatre. This course aims to introduce students to interpretive strategies, and to make them more aware of and competent in the art of reading. *Prerequisite:* French 202 or equivalent. Required of all majors. This course is a prerequisite for all literature courses on the 300 level for both majors / minors. Offered both semesters.

Staff

308, 309 Masterpieces of French Literature: Middle Ages to 1789; 1789 to Present A survey of French literature in two parts, through reading and discussion of complete works of some of France's most outstanding authors. Although major emphasis will be placed on the study of these masterpieces, the broad outline of French literary history, styles, and movements will also be covered. *Prerequisite:* For 309, French 307 or equivalent (307 and 308 may be taken simultaneously). Required of all majors. Offered every year.

Staff

311 French Civilization I Study of French history from the time of the Gauls to 1945, as seen through such cultural manifestations as literature, cinema, and the arts. Focus is on specific areas of historical interest (the age of Louis XIV, the Revolution, etc.) in a chronological framework. *Prerequisite:* French 301 or equivalent. Alternate years.

Staff

312 French Civilization II Study of French history and contemporary culture from 1945 to the present, as seen through multiple cultural manifestations (journalism, cinema, the arts, television, etc.). Emphasis is on contemporary lifestyles and attitudes, politics and culture. *Prerequisite:* French 301 or equivalent. Alternate years.

Staff

318 Literature of the Middle Ages and the Renaissance Study of early French literary texts: epic poems, lyric poetry, plays, and romances; sixteenth-century prose and poetry. *Prerequisite:* French 307 or equivalent. Alternate years or every third year.

Staff

321 Seventeenth-Century Theatre French drama, comedy, and tragedy of the classical period. Corneille, Moliere, and Racine. *Prerequisite:* French 307 or equivalent. Alternate years.

Mr. Gregorio

322 Eighteenth-Century French Literature An examination of the Age of Enlightenment through lecture and discussion of representative works of fiction, non-fiction, and theatre by such authors as Voltaire, Diderot, Rousseau, and Beaumarchais. *Prerequisite:* French 307 or equivalent. Alternate years.

Ms. Tannenbaum

326 Nineteenth-Century Prose Fiction Reading and analysis, through lecture and discussion, of nineteenth-century novels and short stories of such major authors as Constant, Hugo, Sand, Stendhal, Balzac, Flaubert, Maupassant, and Zola. *Prerequisite:* French 307 or equivalent. Alternate years.

Mr. Viti

327 Contemporary French Theatre A study of major trends in modern French drama: surrealism, existentialism, the absurd. *Prerequisite:* French 307 or equivalent. Alternate years.

Ms. Richardson Viti

328 Contemporary French Novelists and Their Craft A study of representative works by major twentieth-century French novelists from Gide, Proust, and Colette to Butor, Duras, and Robbe-Grillet. *Prerequisite:* French 307 or equivalent. Alternate years.

Ms. Richardson Viti

331 La Francophonie A survey of the imaginative literatures of such French-speaking countries and areas as Africa north and south of the Sahara, Canada, Vietnam, the West Indies, Louisiana, and others. Aside from their intrinsic literary worth, the selections will afford a perception of the impact and adaptation of French language and culture among widely diverse populations of the world. Alternate years. Fulfills the distribution requirement in non-Western culture. *Prerequisite:* French 307 or equivalent.

Mr. Michelman

400 Seminar An intensive study of a particular aspect of French literature, civilization, or culture to be determined by the instructor. Past offerings include *The Art of Emile Zola* and *The Image of Women in French Literature: A Feminist Perspective*. *Prerequisites:* Senior or Junior majors/minors; permission of the instructor and approval of department chairperson. Offered every spring.

Staff

Individualized Study Guided readings or research under the supervision of a member of the staff. *Prerequisites:* Permission of the instructor and approval of the department chairperson.

Staff

German

Associate Professors Armster (*Chairperson*), Crowner, McCardle, and Ritterson
 Instructor Huener
 Teaching Assistant Hirschberg

Overview

One of the attributes of a truly liberated individual is acquaintance with the language and culture of at least one foreign nation. The offerings of this department are designed to contribute to the attainment of this goal. Apart from the values accruing from the mental discipline demanded by language learning and the practical utilization of such learning in the areas of research and technology, international trade, diplomacy, teaching, and foreign travel, it is hoped that doors will be opened to an understanding of the German people and an appreciation of their significant contributions to the world's cultural heritage.

Through the use of the foreign language in the classroom and correlative audio-lingual drill in the laboratory, effort is directed toward the development of a reasonable proficiency in speaking and listening comprehension as well as in reading and writing.

Requirements and Recommendations

German 202 or equivalent proficiency is considered a prerequisite to all higher-numbered German courses, unless specified otherwise.

Major Requirements. A major consists of a minimum of nine courses beyond the intermediate language level, including 251 and 252; 301, 302 (or 303, 304); two courses from those numbered 211, 212, 213; and two courses from those numbered 328, 331, 333, 335. Majors preparing to teach German in secondary schools must also take Education 304, Techniques of Teaching and Curriculum of Secondary German (does not count toward German major).

Majors must spend at least one semester studying in an approved program in a German-speaking country. Majors who take a study abroad program may count no more than six of those courses toward the major and must take at least two German literature courses in their senior year.

Majors who, by the end of the junior year, have not demonstrated a satisfactory level of competency in the reading, writing, speaking, and listening comprehension of German, as determined by the

department's staff, will be assigned such additional work as considered necessary and appropriate to the attainment of such competency by the end of the senior year.

Minor Requirements. A minor is offered in German. For students beginning at 201 or below, the German minor consists of 201, 202 (or equivalent intermediate coursework in Cologne), 301, 302 (or equivalent advanced coursework in Cologne), and any two courses from those numbered 211, 212, 213, 235, 251, 252, 328, 331, 333, and 335. For students beginning at the 301 level, the minor consists of 301, 302 (or equivalent advanced coursework in Cologne) and any four courses from those numbered 211, 212, 213, 235, 251, 252, 328, 331, 333, and 335.

Distribution Requirements

The distribution requirement in foreign language may be satisfied by completion of German 202 or any 300-level course.

Any of the following courses may be used to fulfill the distribution requirement in literature: German 119, 120, 251, 252, 328, 331, 333, 335.

German 211, 212, or 213 may be used to fulfill the distribution requirement in the area of history/philosophy. With the consent of the history department, these same courses may be counted toward a history major.

Special Programs

Fall Semester in Cologne, Germany

Every fall semester students are invited to participate in the semester study abroad program conducted by the German department in Cologne, Germany. This program is open to all students, sophomore through first-semester senior, regardless of major, who have completed a minimum of one year of college German or the equivalent. The student registers for the normal course load (4-5 courses). Two courses are German language courses from the following offerings:

- 203, 204 Intermediate German;
- 281, 282 German Grammar and Conversation;
- 303, 304 Advanced German.

The others are taught in English from the areas of political science, history, art history, and literature. These include the following:

- | | |
|-----------|--|
| Art Hist. | 215 German Art from the Middle Ages to Today |
| History | History of Germany from 1870-1945 |
| Pol. Sci. | 273 Political Systems of Germany |

Credit for the two German courses is for the 200 or 300 level and constitutes the completion of the language requirement. Students live with German families as regular members of the family. Regular Gettysburg College tuition, room and board cover all but personal expenses.

Junior Year Abroad

Qualified students are encouraged to study abroad one or both semesters of their junior year. Students can choose from programs administered by American institutions at universities in Munich, Freiburg, Marburg, Heidelberg, Bonn, and elsewhere (see Study Abroad).

German House

Students may elect to live in a specially designated area of a residential unit staffed by a native German assistant. The use of the German language is promoted, and residents help plan and participate actively in various German cultural activities on campus.

German Language

101, 102 Elementary German Essentials of grammar, composition, pronunciation. Course includes oral and written work, graded elementary reading, and use of audiovisual cultural materials and correlative drill in the language laboratory. Prepares for German 201, 202.

Staff

201, 202 Intermediate German Continuation of the work of German 101, 102. Progressively more difficult reading is selected to introduce the student to German literature and civilization. Course includes use of audio-visual cultural materials and correlative drill in the language laboratory.
Prerequisite: German 102 or its equivalent.

Staff

235 German Conversation Intermediate-level conversation course with emphasis on everyday, applied usage of the language for nonliterary purposes. Limited enrollment of ten students. Does not count toward fulfillment of language requirement. May, with departmental approval, count toward minor or major. May be taken concurrently with German 202. *Prerequisite:* German 201 or its equivalent.

Staff

301 Advanced German Designed for advanced work in the language and intended for students who have successfully completed at least German 202 as well as for qualified incoming students. The plan of study incorporates extensive reading and intensive practice

in aural comprehension, oral expression, and directed composition. Conducted mostly in German.

Staff

302 Advanced German Continuation of exercise in the skills of German 301. Students will be asked to present oral reports and to write resumes and compositions on the materials read. Conducted in German. *Prerequisite:* German 301 or demonstrated equivalent preparation.

Staff

German Culture Studies

211, 212 Survey of German Culture to 1945:

Origins to 1790, 1790-1945 Study of the cultural history of the German people from their beginnings to 1945, including an appreciation of their major contributions to the world's cultural heritage. Either of these is accepted in fulfillment of the distribution requirement in the area of history/philosophy.

Staff

213 Survey of German Culture Since 1945 Study of the culture, society, and politics of contemporary Germany, including a comparison of the social systems and of attempts to deal with the problems of the present and future. Assigned readings include both critical/analytical and literary works. A knowledge of German is not required. This course is accepted in fulfillment of the distribution requirement in the area of history/philosophy. Alternate years.

Staff

German Literature

119,120 German Literature in Translation Critical analysis and appreciation of form and content of representative German literary masterpieces, selected from the literary periods from the Middle Ages to the present, together with an examination of the times and cultural circumstances which produced these works. Does not count toward a major in German. This course is accepted in fulfillment of the distribution requirement in literature.

Staff

251 Interpreting German Literature An introduction to how we read and comprehend literary prose, poetry, and drama, both for their intrinsic qualities and for a clearer understanding of their place and time. This course aims to develop a sense for the art of reading, interpretive strategies for literary study, and a valid basis for the appreciation and judgment of literature. Students will read, discuss, and write about selected literary texts, considering in the process a few of the preeminent

critical approaches to literature. Conducted mainly in English, with readings in German. *Prerequisite:* German 202 or equivalent. This course is required of all German majors, and is a prerequisite for all literature courses above the level of German 252. It is accepted in fulfillment of the distribution requirement in literature. Offered every year.

Staff

252 Survey of German Literature An introductory literature course for students who have finished the equivalent of two years of college German. Students will analyze selections of German literature from the eighth century to the present, paying attention to the social, political, and intellectual background. Both in content and in its use of German, the course prepares students for, and is a prerequisite to, upper-level literature courses. Classes will be conducted in English and German. *Prerequisite:* German 202 or its equivalent. The course is accepted in fulfillment of the distribution requirement in literature. Offered every year.

Staff

328 Goethe's Faust Intensive reading and analysis of the work in class. Lectures and discussions highlight its aesthetic, moral, and ethical values and autobiographical significance, together with an examination of its modern cultural implications. Outside reading and reports.

Staff

331 Narrative Literature A course in German prose narrative, represented primarily in writings from the early eighteenth century to the present. Works read will reflect particularly the development of German narrative since the emergence of the modern novel and Novelle. Readings are in German; the course is conducted in German and English. *Prerequisite:* German 251 or permission of the department.

Staff

333 Lyric Poetry A study of German Lyric poetry from the earliest examples to the works of contemporary poets. Class discussions of the readings will concentrate on the interrelations of form, content, and idea. The course will also consider the historical place of works by major figures. Readings are in German; the course is conducted in German and English. *Prerequisite:* German 251 or permission of the department.

Staff

335 German Drama Reading and critical analysis, through discussion and lecture, of representative dramas from the eighteenth century to the present.

Included may be works by Lessing, Schiller, Goethe, Kleist, Büchner, Hebbel, Hauptmann, Brecht, Dürrenmatt, Frisch, Braun, Hacks, and others. Readings are in German; the course is conducted in German and English. *Prerequisite:* German 251 or permission of the department.

Staff

400 Seminar Intensive study of selected aspects of German language, literature, and civilization through reading, discussion, and oral and written reports. Topics will be selected with a view to affording students an opportunity to strengthen their knowledge in the areas not covered in their other course work in the department.

Staff

Individualized Study Guided reading or research under the supervision of a member of the staff. *Prerequisite:* Consent of the department.

Staff

Greek – See Classics

Health and Physical Education

Associate Professors Biser (*Chairperson*), Claiborne, Donolli, and Reider

Adjunct Instructors Cantele, Cookerly, Ford, Hancock, Lewis, Perna, Showaker, Staub, Sterner, B. Streeter, C. Wright, and Petrie.

Coaches: Campo, Drexel (*Women's Coordinator, Assistant Athletic Director*), Janczyk, Kirkpatrick, Daly, D. M. Reich (*Director of Campus Recreation*), Petrie, Pfitzinger, Rawleigh (*Assistant Athletic Director*), Reich, Riggs, Streeter, Wilson, Winters (*Director of Intercollegiate Athletics*), Wawrousek, D. Wright (*Assistant Athletic Director*).

Overview

The Department of Health and Physical Education is in harmony with the purposes of our liberal arts institution and our philosophy is a holistic one. We believe in the Greek ideal of "a sound mind in a sound body." The College stresses the individual need for total fitness for all students through our required courses. Our majors' courses offer those students with a particular interest in health and physical education a rewarding and well rounded educational and life experience.

A major in health and physical education (HPE) is an excellent preparation for specific areas such as state-approved teaching certification in health and physical education (K-12), certification in athletic

training, and allied health careers. With proper course selection, students can qualify for post graduate work in allied therapy fields such as physical, occupational, and recreational therapy. The College has recently entered into an agreement with Hahnemann University Graduate School for early acceptance of selective Gettysburg graduates who meet the criteria for admission into the entry-level Master's Degree Program in Physical Therapy.

Requirements and Recommendations

All HPE majors must satisfy all of the College distribution requirements. Psych. 101 and Soc. 101 are the preferred social science courses. Biology 101 and 102 and/or 112 are required of all students in the major and should be taken during the first year of college. Biology 112 is strongly recommended for students interested in Physical Therapy.

Majors in HPE are required to complete seven core courses plus courses in an area of concentration. The seven core courses are as follows: HPE 112, 209, Biology 210, HPE 214, 218, 309, and 320. In addition to taking the core program, all HPE majors will select an area of concentration, and complete the courses specified.

a) *Allied Health Science Track*: Each student will be required to take the following courses: HPE 101, 102, 201, 202, 310, 415, 449, Math 107 or HPE 332 and Chemistry 101, 102 and/or Physics 101, 102. It is highly suggested that HPE 211 and Biology 224, 309 and Chemistry 203, 204 be taken by those students considering graduate work in allied health careers (physical therapy, athletic training, exercise physiology, sports medicine, etc.). For those students wanting NATA certification, HPE361 is required.

b) *Teacher Education Track*: For the student in the teacher certification program (K-12) elementary and secondary teacher education, the following courses must be scheduled: HPE 101, 201, 202, 301, 302, 211, 230, 332, and Education 201, 209, 303, 304, 476. (See listings and requirements in the education department and under teacher education programs in this catalog).

Faculty advisers are available to help in counseling, but students have the sole responsibility for meeting all major requirements. It is important to declare the HPE major early in the four year curriculum, as failure to do so often means an additional semester or two to complete the program.

The department strongly recommends that all HPE majors complete an internship in order to gain prac-

tical experience and insights into a specified area of interest in the field. Internships may be taken during the summer months or during the regular academic year. Applied experiences may be arranged in such settings as sports medicine, physical therapy, adult fitness, cardiac rehabilitation, or sports administration. Grading is contracted between the student and the faculty sponsor on an A-F or S/U basis and is determined by the sponsor and the cooperating internship supervisor.

There is an additional learning experience that the department requires. Each student must participate in our intercollegiate program in one of the following levels: player, trainer, manager, student coach, or laboratory assistant. The above participation must be accomplished once each year that the student is enrolled in the program.

Distribution Requirements

For non-majors in health and physical education, three quarter courses in health and physical education are required for graduation (two quarter courses for Bachelor of Science in Music Education). These courses are graded only on an S/U basis. They are normally taken during the fall and spring semesters of the first year of college and sophomore year in addition to the general four or five course requirement. One semester of study yielding one quarter course credit is required from each of the three following groups.

Group I - HEALTH/ WELLNESS

HPE 107 - Wellness Lifestyles (This course looks at the individual from an emotional, intellectual, occupational, physical, social, and spiritual perspective. Emphasis is on self-responsibility in living a wellness lifestyle).

Group II - FITNESS ACTIVITIES

Basic Karate

Body Conditioning (Aerobics, Anaerobics, Weight Training)

Aerobics

Cardio-Respiratory Fitness*

Fitness Swim

Intro-To-Dance**

Running & Jogging (Self-Paced)

Water Polo

(These courses are designed to improve cardio-respiratory fitness).

*For Obese Students

**Requires Extra Fee

Group III - RECREATIONAL SKILLS

Activities for Children

Archery

Badminton

Basketball

Beginner's Swim

Golf

Horsemanship**

Indoor Lacrosse

Indoor Soccer

International Games

Lifeguarding**

Racquetball**

Scuba**

Skiing**

Softball

Tennis

Volleyball

Water Polo

(These activities are designed for the development of teaching Life Time Skills).

**Requires Extra Fee

Students may choose to satisfy Group II or Group III activities and skills by HPE 161, Contracts (Individualized Program). HPE 161, Contracts, can be selected to satisfy only one semester of the distribution requirement.

Students who are unable to participate due to medical reasons in the regular programs should enroll in HPE 106, Adapted Physical Education, which can be substituted for courses in any group except HPE 107, Health/Wellness in Group I.

101, 102, 201, 202, 301, 302 Major Skills Skill development and methods and techniques of class organization and instruction for the following physical education activities: lacrosse, field hockey, wrestling, swimming, gymnastics, folk-square-social dance, baseball, softball, tennis, badminton, elementary school teaching, golf, archery, soccer, speedball, elementary-junior high-senior high games and recreational activities, basketball, volleyball, and track and field. This course is for health and physical education major students. 1/4 course each.

Staff

112 Foundations of Health Physical Education, and Recreation Introductory study of the development of health, physical education, and recreation programs from historical, philosophical, and contemporary perspectives. Special emphasis will be placed on current controversial issues existing in physical education and athletics, as well as on the

diversity of career options available within the allied health sciences.

Ms. Claiborne

209 Human Anatomy An introductory course in human anatomy. Systems of the body will be examined with emphasis placed on the integration of structure and function. Topics covered in laboratory and lecture will be cells, connective tissues, skeletal system, muscle tissue, nervous system, special senses, and circulatory system. *Prerequisites:* Biology 101, 112.

Mr. Biser

Human Physiology (See Biology 210)

211 Personal and Community Health A critical look at the relevant health issues of this decade. Careful inspection of data concerning drugs, human sexuality, marriage and family living, old age, pollution, etc. is included along with the examination of the relationship of personal health problems to the community at large. *Prerequisites:* HPE 209, Biology 210 or permission of the instructor.

Mr. Reider

214 Sports Medicine Prepares the prospective coach for the prevention and care of injuries. Course includes instruction about protective equipment, safety procedures, and facilities, as well as preparation of the athlete for competition, emergency procedures, post-injury care, and medical research related to training and athletics. Material in the official Red Cross Standard and Advanced First Aid courses will be given and certificates can be earned. Practical work covered includes massage, taping, bandaging, and the application of therapeutic techniques.

Mr. Biser, Mr. Cantele

218 Kinesiology Study of voluntary skeletal muscles, in regard to their origins, insertions, actions, and interrelationships with the body systems, with particular emphasis on the importance of wholesome body mechanics. *Prerequisite:* HPE 209 or permission of instructor.

Mr. Donolli

230 Nutrition and Performance An investigation into the area of human nutrition, focusing upon the nutrients and factors which affect their utilization in the human body. Emphasis will be placed upon the effects of the various nutrients on fitness and athletic performance. Topics such as nutritional quackery, weight control, and pathogenic practices among athletes will be addressed. *Prerequisite:* Biology 101. Not offered 1991-92.

Ms. Claiborne

240 Sport Psychology Study of the principles and concepts used in sports psychology. The topics of personality and the athlete, success strategies of performance, and motivational theories will be covered in depth. A history of sports psychology and the psychology of play and competition will also be stressed. *Prerequisite:* Psychology 101.

Mr. Janczyk

309 Physiological Responses to Endurance

Training Serves to acquaint the student with the physiological mechanisms that are involved in circuit, interval, and aerobic type endurance training. The physiology of cardio-respiratory and muscular responses will be covered. The students will be involved in practical application of the training methods studied. A pre-exercise and post-exercise test of significant endurance responses will be administered to each student.

Mr. Petrie

310 Principles and Techniques of Adult Fitness

Designed for students to gain an understanding of exercise prescription for healthy adults and for those with coronary heart disease risk factors. Standard fitness testing techniques will be demonstrated in supplemental laboratory sessions. All exercise testing and prescription considerations will be taught in accordance with guidelines established by the ACSM. *Prerequisite:* HPE 309 or permission of the instructor.

Ms. Claiborne

320 Adapted Physical Education and Health

Inspection provides instruction and experience in the health inspection and observation of the school environment and of school children. Specific abnormalities of people are studied, and exercises are adapted for individuals to allow more complete personality and physical development through activity. A laboratory experience will allow students to gain first-hand experience in working with a handicapped person. *Prerequisites:* HPE 209, 218, Biology 210, or permission of the instructor.

Mr. Rawleigh, Mr. Reider

332 Measurement and Evaluation in Health and Physical Education

Concentration on test preparation in the cognitive, psychomotor, and affective domains; application of measurement and evaluation optics; analysis of data through the use of computers; and participation in field experiences with standardized testing. Laboratory activities will acquaint students with testing situations and procedures in measuring the parameters of health and physical education.

Mr. Reider

361 Sports Medicine II An in-depth look at sports injury evaluation, treatment protocol, and rehabilitation programs. Basic first aid, CPR, and taping procedures are assumed. Comparison and analysis of facilities, modalities, and treatment/ rehabilitation programs will be accomplished. Professional interaction with doctors and other allied health field professionals is required. This course is required for qualifications to sit for the N.A.T.A. Certification exam. *Prerequisites:* HPE 209, 214, Biology 210.

Mr. Donolli

415 Advanced Exercise Physiology An in-depth study of various factors affecting human performance, with emphasis on regulation of various bodily functions at rest and during physical activity. Laboratory activities will acquaint the student with equipment and testing procedures used in measuring physiological parameters. *Prerequisite:* HPE 309.

Ms. Claiborne

449 Introduction to Research Provides a theoretical basis for conducting, interpreting, and analyzing research in physical education and exercise science. The course focuses upon problem identification, project planning and instrumentation, and data collection which result in a written senior thesis presented to HPE faculty. *Prerequisite:* HPE 332 or Math 107 or permission of the instructor.

Ms. Claiborne

464 Honors Thesis Will provide an opportunity for selected senior HPE majors to conduct an original research investigation under the direction of a thesis committee. Upon completion of a formal thesis, each student will orally present the nature and results of the study to the entire HPE staff. Successful completion of the program will entitle the student to receive credit for one course which can be applied toward the HPE major. *Prerequisites:* HPE 449 and by invitation of the department only.

Staff

Requirements for a minor in Health and Physical Education

Requirements for a minor in health and physical education involve a total of six courses. Students must meet the prerequisite in the natural sciences by completing Biology, 101, 102, or 112. The following five courses are required: HPE 209, 214, 218, 309 and Biology 210. The student may choose one course from the remaining to complete the minor: HPE 230, 241, 310, 332, 361, 415, or 449.

History

Professor Boritt

Associate Professors Birkner, Chiteji, Fick, Forness,
and Stemen (*Chairperson*)

Assistant Professors Clay and Hardwick

Adjunct Associate Professor J. Holder

Adjunct Instructors Jayes and Gabriel

Overview

The department aims to acquaint students with the concept of history as an organized body of knowledge and interpretation which shapes "the memory of things said and done." Mastery within this broad field provides an appreciation of history as literature, an understanding of our heritage, and a perspective by which one may thoughtfully evaluate our own time. Through classroom lectures and discussions, an introduction to research, and seminars, the department encourages the student to develop as a liberally educated person. Courses which the department offers help prepare students for graduate study and for careers in teaching, law, the ministry, public service, business, and other fields.

Requirements and Recommendations

Requirements for a major are ten courses, including History 109, History 300 (in the sophomore year), and one of the senior research seminars. All majors must pass at least four additional 300 level courses chosen from at least two of three groups: American, European, or Asian history. Senior research seminars, numbered 402 to 414, are normally restricted to history majors, for whom one is required. A selection from the list of seminars is offered each year. They provide students with an opportunity to work in small groups with a member of the staff in research upon a selected topic. Typically participants are expected to engage in reading, discussion, oral reports, writing of formal papers based on individual research, and critiques of each other's work. The minor in history consists of six history courses, of which no more than two may be at the 100 level and at least two must be at the 300 level. One course may be from the list of courses from other departments listed below that count toward the major. No courses taken S/U may be included.

Greek 251 (Greek History) and Latin 251 (Roman History) may be counted toward the ten-course requirement for the history major. A student who has declared a double major in history and a modern language may, with special permission from the chairperson of the department of history, count one of the following courses toward the ten-course requirement for the history major (but not toward

the 300 level requirement): French 311, 312; German 211, 212, 213; Spanish 310, 311.

Distribution Requirements

All courses except History 300 are acceptable toward fulfilling the distribution requirement in history/philosophy.

The following courses meet the distribution requirement in non-Western culture: 221, 222, 227, 228, 271, 272, 321.

109 Introduction to World History An overview of world history to the twentieth century. This course identifies separate and interconnected old orders and great traditions of the world before 1400 A.D. and then investigates major transformations of world history from the fifteenth through the twentieth century. It focuses upon ideas, technologies, and economic imperatives that have shaped political, social, and cultural change.

Staff

110 The Twentieth-Century World Historical change in the global setting from the ascendancy of the pre-First World War empires to the present. Topics include technological development, imperialism and decolonization, world wars, political revolutions, social and economic forces, and the reshaping of thought and the arts in the diverse cultures of humanity.

Prerequisite: History 109, Introduction to World History.

Staff

182 Lincoln A seminar limited to fifteen first year students. Emphasizes the Civil War, Gettysburg, black freedom, politics, statesmanship, family history, mythology, and the uses of history.

Mr. Boritt

203, 204 History of England Surveys English history from the Anglo-Saxon invasions to the present, emphasizing institutional, social, and cultural developments. Some attention is given to Ireland, Scotland, and the overseas empire. The dividing point between the two courses is 1603.

Mr. Fick, Ms. Hardwick

205 The Age of Discovery A study of maritime exploration and discoveries of the Portuguese, Spanish, English, and French, and the geographical and technological bases for them, concentrating on the period 1400 to 1550. Attention is given to settlement of the newly-discovered lands, to the indigenous cultures, and to European perceptions of the Americas.

Mr. Fick

209 Women's History since 1500 A survey of the main themes in women's history since 1500, drawing on a comparative approach to incorporate European and American materials. Three roughly equal sections will take up work, sexuality, and gender in politics.

Ms. Hardwick

215, 216 History of Russia Survey of the major political, social, economic, and intellectual trends in Russian history. The first semester begins with the earliest Russian state and ends with the reign of Catherine the Great. The second semester covers the years from 1801 to the present.

Ms. Clay

221, 222 History of East Asia A survey of East Asian civilizations to approximately 1800 in 221, and of East Asian political, social, and intellectual developments since the Western invasions of the nineteenth century in 222.

Mr. Stemen

IDS 227, 228 Civilization of India Course description included under inter-departmental studies.

Ms. Powers

231 Great Ideas in Early American History An examination of the intellectual currents which shaped the character of American culture from the colonial period through the Civil War, focusing on ideas and forces including Puritanism, the Enlightenment, Revolutionary republicanism and evolutionary democracy, transcendentalism, and the intellectual impetus of social reform.

Ms. Holder

233 Mission, Destiny, and Dream in American History An introduction to American history from the seventeenth century to the present by focusing upon the intertwining themes of the American people's belief in their unique mission and destiny in the world and their dream of creating a just and prosperous society. Students will probe the varying manifestations of these themes through major events and movements in American social, economic, and cultural life and in politics and diplomacy.

Mr. Forness

236 Urbanism in American History An introduction to American history from the perspective of urbanism. Beginning with the colonial town and continuing to the megalopolis of the late twentieth century, students will investigate the nature of urban life and its influence upon the course of American development.

Mr. Forness

238 African American History: a Survey Focuses on aspects of the African American experience from the seventeenth century to the present; special attention will be given to the slave experience; emancipation and reconstruction; racial attitudes; the northward migration of African Americans in the twentieth century; and the Civil Rights movement of the 1950's and 1960's.

Mr. Birkner

239 Architecture and Society in Nineteenth-Century America A study of American architecture from the neo-classic developments of the late-eighteenth century to the work of Frank Lloyd Wright and his contemporaries at the beginning of the twentieth century, focusing upon relationships between architectural styles and the changing social, economic, and technological factors that influenced American culture.

Mr. Forness

242 Revolutionary America A study of America between 1763 and 1789. Attention is given to the causes of the Revolution, the conduct and implications of the war, and the period under the Articles of Confederation to the ratification of the Constitution.

Mr. Gabriel

244 American Military History A survey of the growth and development of the American military from colonial times to the present. Primary emphasis will be placed on the conduct of America's wars and the relationship of civilian and military control of the armed forces.

Mr. Gabriel

261 The History of Colonial Latin America The history of Latin America from the arrival of Columbus to the independence movement in the early decades of the nineteenth century. The course will explore the building of a colonial order as a unique experience of two different societies coming together.

Mr. Betances

262 Modern Latin America The formation of Latin American republics, focusing upon the interplay between internal processes and external influences. Students will examine the Latin Americans' struggle for political and cultural integration to overcome their colonial heritage and to build national states.

Mr. Betances

267 United States-Latin American Relations Diplomatic, economic, and cultural relations between the United States and Latin America from the colonial era to the present. Students will examine the

topics of cultural stereotypes, military intervention, migration and refugee issues, revolutionary change, and trade and development from both the Latin and North American perspectives.

Ms. Jayes

271, 272 African History and Society A study of the major themes and events in African history from the pre-colonial era to the present. The first semester covers traditional societies, state formations, Africa's relationship to the world economy, and European exploration and conquest. The second semester examines the events and processes leading to the colonization of Africa and subsequent changes in African societies under colonial rule, the ways in which Africans responded to challenges of colonialism, the rise of African nationalist movements, and post-colonial socioeconomic and political experiments.

Mr. Chiteji

300 Historical Method A course designed for history majors which introduces the student to the techniques of historical investigation, deals with the nature of history, and examines the relation of history to other fields of study. *Prerequisite:* Two courses in history.

Mr. Birkner

306 Women and Work A study of changing definitions of gender and work identity. It examines how definitions of "women's work" have evolved from pre-industrial to post-industrial times in Europe and America. It begins with work and gender in household economies, but concentrates on the modern period.

Ms. Hardwick

310 Crisis and Consolidation: Early Modern

France 1515-1750 An examination of major themes in French social, economic, and cultural history from the reign of Francis I and the emergence of the Renaissance state to the Revolution with its sweeping away of the order associated with that state. The course will concentrate on the changing social and economic structures of the period as well as on the contemporaneous evolution of "popular" and political culture.

Ms. Hardwick

311, 312 Medieval Europe A survey of the period from the breakdown of Roman institutions in the West to about 1050, with special emphasis on the role of the Church, the Carolingian age, the Viking invasions, the establishment of the German Empire, and the beginnings of the struggle between Empire and Papacy. History 312 deals with the central theme of the rise of a distinct medieval civilization and the

emergence of the Western monarchies. Offered alternate years.

Mr. Fick

313 Renaissance and Reformation Beginning about 1300, treats the gradual decline of medieval civilization, the major theme being the transition from "medieval" to "modern." It ends about the middle of the sixteenth century with the establishment of Protestantism and the strong movement of reform within the Roman Church. Offered alternate years.

Mr. Fick

314 Age of Absolutism Beginning with the sixteenth century wars of religion, continues with a study of the Habsburgs' failure to dominate Europe, the Thirty Years' War, the emergence of France to predominance, the development of the absolute state and "enlightened despotism," the rise of new powers by 1700, and economic, cultural, and social developments. Offered alternate years.

Mr. Fick

315 Age of the French Revolution An intensive analysis of the French Revolution and its implications, especially in marking a turning point in the development of modern political culture. The course focuses especially on different interpretations of the Revolution and its consequences in France and elsewhere. Offered alternate years.

Ms. Hardwick

316 Transformation of Nineteenth-Century Europe

An exploration of the major dual transformation in modern history—the industrial and democratic revolutions. The course will explore the waves of economic and political change that Europe experienced, as well as some of their social and cultural consequences. Through readings students will travel to the Crystal Palace Exposition and to coal mines, and participate in the Realpolitik of International Congresses and in utopian efforts to make a better world. Offered alternate years.

Ms. Clay

317 Europe 1871-1919: Golden Age or Era of Nascent Crisis?

From the Paris Commune of 1871 to the settlement of the Great War in 1919. This was an era of rising hopes and illusions, and countless achievements. The course will explore those perspectives and achievements, and the transformations in European economies, states, foreign relations, and in society and thought, that formed the backdrop for the Great War, when Europe's "proud tower" collapsed and a way of life was nearly destroyed.

Ms. Clay

318 Europe in Crisis Studies selected aspects of European history from the outbreak of the First World War in 1914 to the end of the Second World War in 1945.

Ms. Clay

319 Europe since 1945 Perspectives on postwar Europe: reconstruction, de-Nazification, de-Stalinization, the end of the colonial empires, nationalism and European integration, and the role of the state and of religion, with the reflection of these in culture and society.

Ms. Clay

321 Modern China A study of Chinese history since the Opium War of the nineteenth century, with emphasis on the Nationalist and Communist revolutions. Not offered every year.

Mr. Stemen

332 American Diplomatic History The foreign relations of the United States since the American Revolution, with emphasis on the twentieth century.

Mr. Stemen

335, 336 American Social and Cultural History Traces America's major social, religious, artistic, and philosophical movements and their immediate and long-range impact on American life and culture. Beginning with the American Revolution, History 335 covers the period to the Civil War. History 336 continues from that period to the present. Not offered every year.

Mr. Forness

343 Jeffersonian-Jacksonian Era Covering the period from the 1790's to the Mexican War, treats the development of American national life and sectional interests under such influences as Jefferson's agrarian republicanism and the new democratic movements of the Jacksonian period. Not offered every year.

Mr. Forness

345 Civil War The trauma of America from the end of the Mexican War to Appomattox, moral judgments in history, political culture, economic interests, diplomacy, and war.

Mr. Boritt

348 Early-Twentieth-Century America Deals primarily with the major political, economic, and social developments in the United States from about 1900 to 1945. Some attention is given to the role of the United States in the world during this period.

Mr. Birkner

349 The United States Since 1945 Deals with the major political, economic, and social developments in the United States since 1945, and with the demands made upon the United States as a leading world power.

Mr. Birkner

Senior Research Seminars:

402 Tudor England

Mr. Fick

407 American Diplomacy in the Early Cold War

Mr. Stemen

410 Abraham Lincoln

Mr. Boritt

412 Eisenhower and His Times

Mr. Birkner

413 Decolonization in Africa

Mr. Chiteji

414 The Far West before the Civil War

Mr. Forness

415 The Russian Revolution

Ms. Clay

416 Sexual Politics in Early Modern Europe

Ms. Hardwick

Individualized Study An individual tutorial, research project, or internship requiring the permission of an instructor who will supervise the project. The instructor can supply a copy of the statement of departmental policy regarding grading and major credit for different types of projects. Either semester.

Staff

Interdepartmental Studies

Associate Professor Winans
Adjunct Assistant Professor M. Baskerville
Adjunct Instructors Powers and Dombrowsky
Lecturers Jones and Nordvall
Scholars-in-Residence Ding and Brodber

The Committee on Interdepartmental Studies offers courses and coordinates specialized interdepartmental programs. These may include international programs (such as summer study in Nicaragua) and global/area studies.

Among other opportunities for Interdepartmental Studies is the special major: a student, with the consent of two supervising faculty members from

different departments, may design a coherent program of at least ten courses focusing on a particular issue or area not adequately included within a single department. It may be based on any grouping of courses drawn from any part of the curriculum so long as the proposed major is coherent, serves a carefully defined purpose, and includes no fewer than eight courses above the 100 level, three or more courses at the 300 level, and a 400-level individualized study course. The Committee on Interdepartmental Studies has final responsibility for approving special majors. (See page 26 for a fuller description).

By nature of their objectives and content, Interdepartmental Studies courses cross the lines of departments and specialized disciplines. For example, some of these courses attempt to provide the common body of knowledge traditionally associated with a liberal education; others attempt to integrate the understanding of different kinds of subject matter; and still others combine methodologies from diverse departments and disciplines. Most notably, the Senior Scholars' Seminar challenges an invited group of seniors, representing as many academic departments as possible, to apply their skills to the investigation of a problem which crosses the boundaries of, and demands the methods of, several disciplines.

In addition to the courses listed below, courses of an interdepartmental nature can be found in this catalog under the **African-American Studies** program and the **Women's Studies** program.

103, 104 Literary Foundations of Western Culture

A study of selected major literary works of Western culture. Authors included range from Homer and Plato through St. Augustine and Dante to Shakespeare, Milton, and Goethe. By means of reading and discussing complete works of literature, the student is introduced to those humanistic skills that have traditionally distinguished the liberally educated person. Fulfills distribution requirement in literature.

Staff

111, 112 Ideas and Events Behind the Arts (See listing under Art Department)

206 Byzantine Civilization A seminar on the civilization that centered on Constantinople from its founding as the new capital of the Roman Empire in 330 to its capture by the Ottoman Turks in 1453. All aspects will be discussed: the army and navy, education and scholarship, religions, economics, social life, sports, administration, art and

architecture, and international relations. Fulfills the distribution requirement in history/philosophy. May be counted in the requirements for a religion major.

Mr. Trone

211 Perspectives on Death and Dying A study of death and dying from a variety of perspectives: psychological, medical, economic, legal, and theological. Dignity in dying, what happens after death, euthanasia, body disposal, AIDS, and other such problems are examined. Fulfills distribution requirement in history/philosophy. May be counted in the requirements for a religion major. *Prerequisite:* permission of the instructor.

Mr. Moore

215 Contemporary French Women Writers (in English) An investigation of the "myth of woman"—a male invention as Simone de Beauvoir pointed out—through various twentieth-century texts. Students will read everything from a novel by this century's earliest and most notable French woman writer, Colette, to the exposition of Luce Irigaray on Freud and Julia Kristeva on the feminine in language. All readings and discussions will be in English.

Ms. Richardson Viti

227,228 Civilization of India A study of cultural encounters and exchanges between the Indian sub-continent and other major world cultures. First course: Indus Valley civilization, the coming of the Aryans, and the evolution of Hinduism; Graeco-Roman influences on Indian civilization; Buddhism and the Chinese exchange. Second course: Indian colonies in Southeast Asia; Muslim and European colonization of India; politics and economics of post-Independence India. Fulfills distribution requirement in history/philosophy and the distribution requirement in non-Western culture. Alternate years. Offered 1994-95.

Ms. Powers

235 Introduction to African Literature A survey in English of modern sub-Saharan African literature. After an introductory section on background and the oral tradition, the course will treat the primary themes of this writing, many of which bear the stamp of the colonial experience and its aftermath. Representative novels, plays, and poetry will be read and discussed for their artistic value and cultural insights. Short papers, mid-term and final examinations are required. Fulfills distribution requirement in literature and the distribution requirement in non-Western culture. Alternate years. Offered 1992-93.

Mr. Michelman

237, 238 Literature of India Study of major Indian literary works in translation. First course: Vedic hymns, major epics, Sanskrit drama, Gupta love poetry, and political fables. Second course: Tamil epic and lyrics, devotional poetry, Islamic literature, and the modern novel. Complete works are read from the standpoint of religion, history, and aesthetics, using criticism from Western and Indian sources. Fulfills distribution requirements in literature and in non-Western culture. Alternate years. Offered 1991-92.

Ms. Powers

239 Architecture and Society in Nineteenth Century America (See listing under History Department)

240 Energy: Production, Use, and Environmental Impact Conventional as well as alternative energy sources are examined with respect to supply, price, technology, and environmental impact. U.S. consumption patterns are studied and the potential of conservation is addressed. Sample topics include nuclear reactors, fossil fuel supply, photovoltaics, air pollution, greenhouse effect, and energy efficient architecture. *Prerequisite:* One college science course. Not offered 1992-93.

Mr. Cowan

243 Childhood and Family in Caribbean Culture A study of the dynamic interplay of culture and human development in Caribbean society in the early 20th century. The course will examine, from an historical and sociological perspective, childhood and family in three Caribbean countries—Barbados, Jamaica, and Trinidad.

Ms. Brodber

244 Introduction to American Folklore Begins with discussions of the nature of folklore and some sense of history of the discipline, including information on current approaches and methodologies. This will be followed by material on the folk group, the folk process, the folk performance, the nature of folk world-views, and guidance on doing folklore research. The emphasis will then shift to children's folklore, urban legends, Gettysburg ghost stories, gender-related folklore, African-American folklore in historical context, and a final section on folk song and folk music.

Mr. Winans

246 Irish Quest for Identity: The Irish Literary Revival A study of the culture and history of Ireland as reflected in its literature in English c. 1880-c. 1940. The course will explore how Ireland, principally through

her writers, succeeded in reviving and asserting her unique Gaelic identity during the decades immediately preceding and following the War of Independence (1916-1921). Authors to be studied will include Samuel Ferguson, Standish Hayes and Standish James O'Grady, Douglas Hyde, Augusta Gregory, W. B. Yeats, J. M. Synge, George Russell, James Stephens, Sean O'Casey, and James Joyce. Fulfills literature requirement. Alternate years. Offered 1991-92.

Mr. J. Myers

247 Maintaining Irish Identity: Modern Irish Literature A survey of Irish literature since the 1940's. The course will examine how poets, dramatists, and writers of fiction have responded to the problems of maintaining an Irish identity on a partitioned island and in the contemporary world. Special attention will be given to the inter-relationship of Catholic and Protestant and rural and urban traditions. Authors to be studied will include the following: from drama, Samuel Beckett, Hugh Leonard, Brian Friel, Thomas Murphy; from poetry, Seamus Heaney, Patrick Kavanagh, Austin Clarke, Eilean ni Chilleain, John Montague, Eavan Boland; from fiction, Sean O'Faolain, Mary Lavin, Edna O'Brien. Fulfills literature requirement. Alternate years. Offered 1992-93.

Mr. J. Myers

250 Criminal Justice Overview of the criminal justice system in the United States and role in that system of features such as police, attorneys, trials, and prisons. Major United States Supreme Court cases are read to illustrate the nature of legal reasoning and criminal justice problems. Not offered every year. Offered 1990-91.

Mr. Nordvall

254 Vietnam: War and Protest An interdisciplinary exploration of the Vietnam War (1964-1975), with attention paid to the history of Marxism in southeast Asia, French colonialism, the military and political history of the American involvement, the peace movement in the U.S., and the literature generated by the war. Outside speakers and audio-visual materials will be used extensively.

Mr. Dombrowsky and others

255 Science, Technology, and Nuclear Weapons Study of the effect of technology on the many issues related to Nuclear Weapons. Coverage includes nuclear weapons effects, strategic arsenals, past and current attempts at arms control, nuclear proliferation, and nuclear disarmament. Special emphasis will be given toward understanding future technological trends in the post cold war climate.

Mr. Pella

260 The Holocaust and the Third Reich An

intensive study of selected writings (poetry, prose, drama) which demonstrate the possibilities of literary expressions in response to the Holocaust. Students will read various writings in English by German and non-German writers, including Heinrich Boll, Ilona Karmel, Gunter Grass, and Elie Wiesel. The course will also include such films as *The Tin Drum*, *The White Rose*, and *Night and Fog*. No knowledge of German is required. Does not fulfill literature requirement.

Ms. Armster

267 Theatre & Religion An investigation of the theatre's role in various western and non-western religions. Students will gain an understanding of and an appreciation for the function of performance and design in worship, liturgy, and ritual. They should develop some critical sense of the theatre's effectiveness as a teaching device within a religious context. A significant effort will be made in assessing religion's impact on the theatre's evolution in form, style, and purpose. Fulfills a distribution requirement in fine arts or in religion. *Prerequisite:* permission of the instructor.

Mr. Hanson

272 Gods, Heroes and Wagner A study of the artistic and philosophical thought of composer Richard Wagner as expressed in his monumental music drama, *Der Ring des Nibelungen*. Wagner, a contemporary of Marx and in many ways no less revolutionary, adapted the myths and legends of the Germanic past to dissect European reality of the nineteenth century. By utilizing various approaches (biographical, mythological, literary, political/historical, aesthetic, musical, psychological), students and instructor will attempt to assess Wagner's position in his own age as well as his impact on succeeding generations, including that which embraced the ideology of national socialism. No knowledge of German or background in music is required.

Mr. McCardle

273 Four Centuries of Doctor Faust A study of selected treatments of the Faust theme in literature, music, and art. Readings will include (but not be limited to) the chapbook of 1587, Marlowe's *The Tragical History of Doctor Faustus*, Goethe's *Faust*, and Thomas Mann's *Doctor Faustus*. The operas of Gounod and Boito and other musical compositions as well as illustrations by artists such as Delacroix will supplement the readings. Recordings, films theatrical performances (subject to availability). All readings in English.

Mr. McCardle

276 Sub-Saharan Africa and the External World

A study of the interaction over time between sub-Saharan Africa and the larger world community, with particular focus on relationships between sub-Saharan Africa and Europe, the Orient, and the New World, showing the mutual influence in the economic, political, and cultural spheres. Fulfills the distribution requirement in non-Western cultures.

Mr. Kaijage

284 Modern Chinese Literature A study of representative works as well as the general contour of contemporary Chinese literature. A brief introduction to the literature before and during the "Cultural Revolution" will be given at the beginning of the course, followed by detailed description and analysis of the content and artistry of the major works published in the aftermath of the "Cultural Revolution." Fulfills the distribution requirement in non-Western culture.

Mr. Ding

285 Chinese Poetry A study of Chinese poetry and the understanding it gives of Chinese civilization and the Chinese way of life. The Chinese have a time-honored poetic tradition which this course will examine. Over a hundred Chinese poems will be analyzed and appreciated, both from a social and historical perspective and from an aesthetic perspective. The course will encourage reflection on Chinese history, politics, folklore, social institutions, and customs. Fulfills the distribution requirement in non-Western culture.

Mr. Ding

289 Chinese Writing: An Introduction to Chinese Culture

An introduction to the culture of China through its writing system. Students will be introduced to 214 basic Chinese characters and the history of their evolution from pictographs to ideograms. This study will enable students to appreciate the wit and wisdom that infuses the Chinese world outlook. No knowledge of Chinese is required. Fulfills the distribution requirement in non-Western culture.

Mr. Ding

312 Ancient Egypt: Its Language, Literature, Art, and History

A study of Ancient Egypt's culture as reflected in its language, literature, and art. Although the student's study of the Egyptian language itself will be confined to the script, vocabulary, and grammar of the Middle Kingdom (c. 2240-1570 B.C.E.), Egypt's literature and art from 2900-1100 B.C.E. will be presented in their historical

context. Fulfills distribution requirement in non-Western culture and may be counted toward the requirements for a religion major. *Prerequisite:* Permission of the instructor.

Mr. Moore

320 Human Sexual Behavior Discussion of bio-sexual, sociosexual, and psychosexual development in a cultural-behavioral setting. Resources from a variety of disciplines will be discussed as they relate to the present-day social-sexual milieu. Seminar format. In-depth research investigation required. Enrolls seven women and seven men.

Mr. Jones

401 Senior Scholars: The Future of Humanity Seminar for selected senior students addressing an important contemporary issue affecting the future of humanity. The approach to this issue is multidisciplinary. Authorities of national stature are invited to serve as resource persons, and a final report is published by the seminar participants. The seminar carries credit for two courses and must be taken in the fall semester. Interested students should consult page 35 of this catalogue for admission criteria.

451 Individualized Study:
Tutorial in Interdepartmental Studies

453 Area Studies:
Tutorial in Interdepartmental Studies

461 Individualized Study:
Research in Interdepartmental Studies

Special Programs

Asian Studies

Gettysburg College offers a number of courses for students wishing a sound introduction to Asian culture as part of the liberal arts curriculum. Each Asian Studies course fulfills some distribution requirement. These courses are presented by members of various departments, persons with interests and competence in Asian Studies. A student may construct a special major with concentration in Asian Studies. Students should seek assistance in planning an Asian Studies special major from faculty members who teach courses in this area or from the Committee on Interdepartmental Studies. Course offerings suitable for special majors in Asian Studies are found under many departmental listings.

American Studies

Gettysburg College offers a variety of courses analyzing American life and thought, thereby

providing students with many opportunities for creating special majors in American Studies. Such majors may emphasize behavioral analyses, historical perspectives, literary and artistic dimensions, or coherent combinations of such approaches as they are reflected in courses from several departments. For example, special majors could be designed in the areas of early-American culture, modern American social stratification, ethnicity, or the religious and economic values of the American people. Students should seek assistance in planning an American Studies special major from faculty members who teach courses in these areas or from the Committee on Interdepartmental Studies. Course offerings suitable for special majors in American Studies are found under many departmental listings.

Medieval and Renaissance Studies

Through the curricular offerings of eight academic departments and the Interdepartmental Studies Program, the College makes available a wide range of courses that deal with the civilizations and cultures of the medieval and Renaissance eras. Those eras laid the foundations for many modern ideas and values in the fields of literature, history, religion, political theory, music, art, science, technology, commerce, mathematics, and law. For many students concerned with a more realistic understanding of the rich heritage derived from the medieval and Renaissance worlds, the vitality and creative energy of those eras hold a special fascination and add new dimensions for comprehending contemporary issues.

Students are encouraged to construct special majors in Medieval and Renaissance Studies. Majors in this area might deal with the medieval church and the arts, medieval literature and philosophy, or the ideological and institutional revolutions of the Renaissance. Students should seek assistance in planning such special majors from Professors George Fick (History) or Robert Trone (Religion).

Global Studies/Area Studies

Gettysburg College offers an array of courses in global studies through the course offerings of several departments and through its yearly Area Studies program. Each year the College arranges a program of films, lectures, symposia, and special events focused on an area in the world of critical interest. The program has dealt with such topics as Central America, Vietnam Ten Years After, and Struggle in Southern Africa. Most recently, Area Studies has focused on the Middle East, China in Revolution, Mexico, Sub-Saharan Africa and the Caribbean. To enhance the academic offerings in these areas of

study, the College has had the privilege of scholars-in-residence from Israel, China, Mexico, and Tanzania. In subsequent years, Area Studies will turn to Japan, the former Soviet Union, and Brazil. Scholars-in-residence from those areas of the world will be offering courses and guiding individualized studies for students in their areas of interest. Often specific courses are available that study the area focused on for the year. It is always possible for students to enroll in IDS 453, the Area Studies course, in either or both semesters. These tutorial courses require participation in the several aspects of the Area Studies program and a special project under the supervision of a member of the faculty.

Summer Study in Nicaragua

Gettysburg College offers a three-week course of study in Central America. Two courses are offered through Interdepartmental Studies and Spanish, one in environmental politics, and the other in language study. The program varies slightly from year to year, though it always includes time spent in Leon, a "provincial capital" in western Nicaragua. From there travel and work are possible in other regions of the country. The rest of the stay is spent in Managua. Interested students should contact the Chairperson of the Committee on Interdepartmental Studies or the Chaplain for information on schedule, cost, and course offerings.

Japanese

The courses offered are designed to acquaint the student with the basics of the Japanese language. No major or minor is currently offered in this area. Students may use Japanese (through the 202 level) to fulfill the language distribution requirement. The administration of the Japanese language program is overseen by the Committee on Interdepartmental Studies.

101,102 Basic Japanese Introduces the three types of Japanese writing and most grammar necessary for speaking and reading basic Japanese. Language Laboratory usage is required.

Staff

201,202 Intermediate Japanese Completes the fundamental grammar and practice of oral and written Japanese, including individual oral presentation in special fields. Language laboratory is required. *Prerequisite:* Japanese 102 or its equivalent.

Staff

Latin – See *Classics*

Latin American Studies

Emelio Betances, Coordinator

Latin American Studies is an interdisciplinary program designed to enrich the student's understanding of the history and present-day world of countries and cultures to our south. By pursuing studies on Latin America, students develop greater appreciation for, and discernment of, an America whose relationship to the United States is of increasing significance. The courses in Gettysburg and the range of exciting off-campus opportunities in Latin America offer the student depth, breadth, and a variety of subject areas for special focus.

Students may choose to create a special major in Latin America studies. Numerous possibilities exist for combining a special major in Latin American Studies with political science, economics, sociology, anthropology, Spanish, history, management, environmental studies, and other fields.

Students who choose the option of this special major are encouraged to study in Latin America. Gettysburg College has three affiliated programs through which students can study in Mexico and Central America and transfer back both grades and credits: (1) a three-week program in Nicaragua following the spring semester which offers credit in either Spanish or Environmental Studies; (2) a semester program at the University of Guadalajara in Mexico for students who have completed Spanish 301; and (3) several semester-long programs in Cuernavaca, Mexico, with themes such as Women and Development, Global Community, Social Policy, and Human Services in Latin America.

Courses on Latin America include the following:

Latin American Studies

140 Introduction to Latin America A study of the peoples and civilization of pre-Columbian America, and of the institutions, economy, history, and culture of Latin America and the Caribbean from the Spanish conquest to the present. The course reviews several case studies in order to examine how modern Latin America responds to underdevelopment in its struggle for political and cultural integration.

Mr. Betances

147 Contemporary Latin American Culture A study of contemporary Latin American culture through the examination of its art—literature, music, film, painting, photography—viewed as an expression of the permanent conflict between the artist and his/her

social environment. The course will focus upon the interrelationships between the social, political and intellectual factors that influenced the development of Latin American cultures and their unique artistic creations. Emphasis will be also be placed upon the predominant view among Latin American intellectuals that the artist has the power and the obligation to effect change and modify society through art.

Mr. Luengo

267 Society and Politics in Latin America: A Case Study of the Dominican Republic A study of the socio-political evolution of the 19th and 20th century Dominican Republic. This course will examine the tension between dictatorship and democracy, the changing economic patterns of Dominican life and the influence of the U.S. military interventions of 1916-1924 and 1965-1967 on the modern Dominican state.

Mr. Betances

261 Colonial Latin America The evolution of Latin America from the arrival of Columbus to the independence movement in the early decades of the nineteenth century. The course will explore the building of a colonial order as a unique experience of two different societies coming together.

Mr. Betances

262 Modern Latin America The formation of Latin American republics, focusing upon the interplay between internal processes and external influences. Students will examine the Latin Americans' struggle for political and cultural integration to overcome their colonial heritage and to build national states.

Mr. Betances

History

267 United States-Latin American Relations

Diplomatic, economic, and cultural relations between the United States and Latin America from the colonial era to the present. Students will examine the topics of cultural stereotypes, military intervention, migration and refugee issues, revolutionary change, and trade and development from both the Latin and North American perspectives.

Ms. Jayes

Spanish

311 Latin American Civilization Study of the history and culture of Latin America from pre-Columbian times to the present. This course fulfills distribution requirement in history/philosophy.

Prerequisite: Spanish 202 or consent of the Department. Alternate years. Offered 1992-93

Staff.

315 An Introduction to Hispanic Cinema A study of Hispanic cinema from its inception in 1896 through the present, with major emphasis on films made since the advent of revisionary cinema around 1960. The course will focus on the development and renovation of cinematography, will explore the relationship between cinema and other forms of artistic expression, and will examine the development of Hispanic cinema in the context of the historical circumstances of the Hispanic countries which have been most active in making films. Offered 1993-94.

Staff

324 Latin American Contemporary Prose

Emphasizes the novel of the "boom" in Latin America. Major writers such as Gabriel Garcia-Marquez, Mario Vargas Llosa, Carlos Fuentes, Julio Cortazar, Juan Rulfo, and Jorge Luis Borges, among others, will be read. *Prerequisite:* Spanish 304 or consent of the department. Offered 1993-94.

Staff

Management

Professors Pitts, Rosenbach, and Schein (*Chairperson*)
Associate Professors Redding and C. Walton
Assistant Professors Star, Stroope, Tracy and S.

Walton

Instructor Seitz

Adjunct Instructor Radosh

Overview

The Department of Management of Gettysburg College provides a distinctive curriculum designed to engender understanding of the role of management in a variety of organizational settings: public, private, local, national, and international. In order to develop the breadth of understanding appropriate for a liberal education, the curriculum is integrative. The curriculum incorporates the historical and social contexts within which managerial decisions are made and brings into clear focus the moral and ethical dimensions of such decisions. Students thus are encouraged and equipped to become informed decision-makers who employ carefully-considered values and the aesthetic and intuitive components of leadership as well as the relevant analytic and technical skills. Most importantly, the curriculum and the manner in which it is taught foster the qualities of critical, creative thinking; the

entrepreneurial disposition to be intellectually bold, independent, and innovative; the zest for lifelong learning; and the values so important to vital and socially responsible management in our public and private enterprises. The department offers a major in management, with four areas of concentration: entrepreneurship, human resources, accounting and finance, and international management. In addition to its liberal arts objectives, the department's curriculum is designed to meet the needs of students who intend to enter graduate professional schools in business administration and related areas, or to pursue a career in public or private enterprises.

The department reserves the right to limit the number of majors in the department. Under procedures established by the department, students interested in majoring in management may be required to make a formal request to the department to declare the major. The department will then select the students who will be accepted as majors according to procedures established by the department and made available to students. Students interested in receiving a copy of these procedures should contact the department.

Requirements and Recommendations

Majors in management are required to complete eight core courses plus a minimum of three courses in one of the four areas of concentration. The eight core courses are as follows: Economics 103-104, Management 153, Economics 241, Management 247, Management 266, Management 267, and Management 400. Each student majoring in management will also be required to take at least three courses in one of four areas of concentration: entrepreneurship, human resources, accounting and finance, or international management.

Students anticipating a management major are encouraged to take Economics 103-104 during the first year.

In order to qualify for departmental honors in management, a student must 1) satisfactorily complete Management 400 during the senior year with a grade of B or better; 2) be recommended by his or her adviser; and 3) have earned a 3.3 departmental grade point average.

The department offers a management internship (Management 473) for selected management majors entering their senior year. The internship is comprised of an employment experience completed

during the summer between their junior and senior year, and an academic component completed during fall semester of the senior year. One course credit is awarded for successful completion of the internship. Additional information regarding the Department of Management is contained in *Managing Your Major: Department of Management Handbook*. All majors and potential majors are urged to obtain a copy of this booklet.

153 Financial Accounting Study of the basic principles, concepts, and problems in recording, summarizing, reporting, and analyzing financial data. Emphasis is placed on reports used by decision-makers, both inside and outside the firm.

Staff

154 Managerial Accounting Study of accounting concepts for planning, control, motivation, reporting, and evaluation by management of the firm. *Prerequisite:* Management 153.

Staff

247 Management Information Systems Integrative systems of people and machines for providing information to support the operations, management, and decision-making functions in an organization. The course examines gathering, storing, transmitting, and manipulating data to provide timely, accurate, and usable information. *Prerequisite:* Management 266 or permission of instructor.

Staff

253-254 Intermediate Accounting Continued and more intensive study of the principles, concepts, and theories prevalent in accounting. Emphasis is on literature and pronouncements of professional accounting groups and regulatory agencies. *Prerequisites:* Management 154 and permission of the instructor.

Staff

266 Management and Organization The decision-making process concerned with the planning, staffing, leading, and controlling the affairs of organizations in the public and private sectors, including profit-making as well as not-for-profit. *Prerequisites:* Economics 103-104 or permission of the instructor.

Staff

267 Business Finance Introduction to the principles and practices involved in the acquisition and administration of corporate funds. Emphasis is placed on financial planning, investment analysis,

asset management, and sources and costs of capital. *Prerequisites:* Management 153 and 266, and Economics 241.

Staff

270 Organizational Behavior Theory of behavioral science applied to the organization, with emphasis on the interaction of the individual and the organization. Topics range from individual attitudes and behavior to organizational change. *Prerequisite:* Management 266 or permission of the instructor.

Staff

353 Cost Accounting Concepts of cost accumulation and cost analysis for decision-making purposes. Emphasis is placed on use of these concepts in manufacturing concerns and other organizations. *Prerequisite:* Management 154.

Staff

355 Auditing Introduction to the objectives, concepts, analysis, and procedures underlying the review of financial reports prepared by organizations. Emphasis is placed on the analysis of internal control and the auditor's ethical and legal responsibility. *Prerequisite:* Management 254 or concurrent enrollment.

Staff

356 Federal Taxes Introduction, history of federal income tax, problems of tax bases and rates, economic and social implications of taxation, application of bases problems through research of regulations, and preparation of taxes. *Prerequisite:* Management 154.

Staff

357 Not-for-Profit Accounting Accounting, budgetary financial control, and evaluation procedures for governmental and not-for-profit organizations. Emphasis is placed on the basic differences between commercial and not-for-profit accounting and on managerial uses of information generated by the accounting system. *Prerequisite:* Management 154 or permission of the instructor.

Staff

360 Organizational Ethics Exploration of ethical factors and restraints, recognition of ethical dilemmas affecting managerial decision-making, and policy in private and public sector organizations; examination of a variety of ethical issues, such as those relevant to the environment, consumer protection, discrimination in the workplace, conflict of interest, global economy, social responsibility of

organizations, and professionalism; emphasis on case study method. *Prerequisite:* Management 266 or permission of the instructor.

Staff

361 Marketing Management Study of the place of marketing in the world of business; the marketing concept; understanding consumer buying behavior; marketing planning and product policy; sales management; distribution strategy; current problems, influences, and pressures on marketing. Marketing case studies are analyzed and discussed. *Prerequisites:* Economics 103, 104.

Staff

363 Business Law Legal environment of business and how law affects managerial decision-making; introduction to law of torts, business crimes, contracts, sales, product liability, consumer protection, bankruptcy, leases, formation of corporations and partnerships, employer-employee rights, environmental regulation, intellectual property, Uniform Commercial Code; examination of court systems, legal process; discussion of international business law, governmental regulation of business, constitutional issues relevant to business; use of case study method where appropriate. *Prerequisite:* Management 266 or permission of the instructor.

Staff

364 Advanced Business Law In-depth study of contemporary legal environment of business and how law affects managerial decision-making. This course provides an examination of the Uniform Commercial Code, contracts, sales, partnerships, corporations, small business organizations, franchises, banking, bankruptcy and reorganization, property, international transactions, and governmental regulation of organizations. The class explores the principles of tort, contract, and constitutional law. The case study method is employed as appropriate. *Prerequisites:* Management 266 and Management 363 or permission of the instructor.

Staff

365 Human Resources Management Major principles of human resource management from the perspectives of both organizational demands and individual interests. Basic theoretical and applied concepts are covered, including recruitment, selection, performance appraisal, labor relations, compensation, training, and productivity improvement. Focus is also on relevant issues of the decade, such as the work/family interface, privacy, cultural diversity, workplace discrimination, and

legal issues. Project work with organizations required. *Prerequisite:* Management 266; Management 270 preferred and required if concentrating in human resources.

Staff

368 Investment Management Investment practices, the risks of investment, and the selection of appropriate investment media for individuals, firms, and institutions. Theories and techniques for maximizing investment portfolio performance are studied. Emphasis is placed on analysis and selection of securities, portfolio management, and the operation of securities markets. *Prerequisite:* Management 267 or permission of the instructor.

Staff

381 Small Business Management Study and critical analysis of the principles and procedures for establishing, developing, and managing a small business. The relevant differences between large and small business management are examined. Attention is given to the personal attributes needed for successful entrepreneurship. *Prerequisites:* Management 153, Management 266, Management 267, and Management 361.

Staff

385 International Management Examination of problems and opportunities confronting business enterprises which operate across national borders, with emphasis on adaptation to different cultural, legal, political, and economic environments. *Prerequisites:* Management 153 and 266.

Staff

386 International Accounting and Taxation Interpretation of foreign financial statements and analysis of accounting, reporting, and disclosure practices around the world. Financial reporting in the international environment. Review of taxation around the world and international tax issues to the multinational firm. *Prerequisite:* Management 153.

Staff

400 Policy and Strategy Integrative capstone course dealing with the role of senior executives in business enterprises. Course focuses on problems of strategy formulation, organization design, and organization renewal. Required of all seniors. *Prerequisites:* Senior status plus completion of all core courses or permission of the instructor.

Staff

410 Senior Seminar Investigation of contemporary problems and special topics of current importance in the field of management. Specific issues to be addressed will be determined by the instructor. *Prerequisites:* Senior status and permission of the instructor.

Staff

473 Internship A minimum of six weeks of on-site participation in management with a public or private enterprise. A student wishing to pursue an internship must submit an acceptable proposal to the Staff Director of Internships during spring semester of the junior year. *Prerequisites:* Junior management major with a minimum 2.0 overall and departmental grade point average.

Staff

Individualized Study Topics of an advanced nature pursued by well-qualified students through individual reading and research, under the supervision of a member of the department's faculty. A student wishing to pursue independent study must present a proposal at least one month before the end of the semester preceding the semester in which the independent study is to be undertaken. *Prerequisite:* Permission of the supervising faculty member and the department.

Mathematics and Computer Science

Professors: Fink (Chairperson), Holder, and Leinbach

Associate Professors: DeSilva, Flesner, and Kellett
Assistant Professors: Levine and Tosten
Adjunct Instructors: Leslie and Y. Niiri

Mathematics

Overview

A knowledge of mathematics is an essential part of what it means to be a liberally educated person. Mathematics is both an art and a science. It possesses an inherent beauty and a purity of expression not found to the same degree in any other discipline.

Beyond its intrinsic value, mathematics is indispensable in both the natural and social sciences. It is occupying a position of increasing importance in many other fields. The computer has played a major role in this mathematical renaissance. Thus, it is essential that mathematics majors, as well as other students who will apply mathematics, learn how to use the computer as a problem solving tool.

The mathematics curriculum provides a foundation for students who will specialize in mathematics or in fields that use mathematics. By a careful selection of courses, a student can prepare for graduate study in mathematics, for secondary school teaching, or for a career in a mathematically related field. Indeed, a major in mathematics provides a good background for virtually any career. Recent graduates have found careers in government, law, management, medicine, and quality control as well as in the more traditional areas of employment for mathematics graduates. No matter what the student's objectives, the curriculum provides courses appropriate for the study of mathematics within the context of the liberal arts.

Requirements and Recommendations

The department offers a choice of two degree programs, the Bachelor of Arts and the Bachelor of Science degrees. The Bachelor of Arts degree is designed for the students who are interested in a broader application of mathematics. The Bachelor of Science degree is designed for the students who are interested in exploring the sciences in depth.

The Bachelor of Arts Program

The requirements for a B.A. in mathematics are:

- Core: Mathematics 111 (or 105-106), 112, 211, 212, 321, 331, and Computer Science 103 (by end of the sophomore year);
- One of: Mathematics 322, 332, or the sequence 351-352;
- Plus: 3 additional 200- or 300-level Mathematics courses, at least 2 at the 300 level;

The Bachelor of Science Program

The requirements for a B.S. in mathematics are:

- Core: See B.A. requirements;
- Plus: Mathematics 363, 364, and 366;
- One of the sequences:
 - Physics 111-112 or Chemistry 111-112
- Plus: 2 courses from one of the groups:
 - Biology 309, 310, 341;
 - Chemistry 305, 306;
 - Computer Science 301, 311, 371;
 - Physics 310, 319, 325, 330.

Minor in Mathematics

A minor in mathematics consists of six mathematics courses numbered 111 or above. At least one of these courses must be at the 300 level.

105-106 Calculus with Precalculus Study of differential and integral calculus with precalculus. Topics include basic algebraic concepts, equations and inequalities, functions, introduction to limits, continuity, the derivative, and the definite integral. No prerequisites.

Staff

107 Applied Statistics Designed for students in the biological and social sciences. Topics include descriptive statistics, fundamentals of probability theory, hypothesis testing, correlation, regression, and analysis of variance. An important aspect of the course is the use of a statistical package on the computer. Credit is not granted for more than one of the following: Mathematics 107, Economics 241, and Psychology 205.

Staff

111-112 Calculus I, II Differential and integral calculus of one real variable. Topics include introduction to limits, continuity, the derivative, the definite integral, sequences, series, parametric equations, and polar coordinates. Applications will be drawn from the natural and social sciences. No prior experience with calculus is assumed. Students who have received credit for Mathematics 105-106 cannot also receive credit for Mathematics 111. These students may register for Mathematics 112.

Staff

208 Discrete Structures The study of mathematical structures essential to the study of discrete phenomena, with an emphasis on an algorithmic approach to problem solving using these structures. Topics covered will include sets, truth tables, methods of proof (including induction), functions, relations, arithmetic in other bases, graphs and trees, matrix algebra, elementary combinatorics, probability, and Markov chains. Examples will be chosen from a variety of disciplines, with emphasis on solutions which are algorithmic and computational in nature. *Prerequisite:* Mathematics 111 or Mathematics 105-106.

Staff

211 Multivariable Calculus Vectors, vector functions, function of several variables, partial differentiation, optimization, multiple integration, transformation of coordinates, line and surface integrals, and Green's and Stokes' theorems. *Prerequisite:* Mathematics 112.

Staff

212 Linear Algebra Systems of linear equations, algebra of matrices, determinants, abstract vector spaces, linear transformation, eigenvalues, and quadratic forms. *Prerequisite:* Mathematics 211 or permission of instructor.

Staff

262 Introduction to Operations Research A study of techniques and tools used in mathematical models applied to the biological, management, and social sciences. Topics selected from the following: optimization, game theory, linear and non-linear programming, dynamic programming, transportation problems, and network analysis. The computer will be used extensively. *Prerequisite:* Mathematics 112. Alternate years. Offered 1992-93.

Staff

321-322 Analysis I, II Provides both a rigorous treatment of concepts studied in elementary calculus and an introduction to more advanced topics in analysis. Among the topics studied are elements of logic and set theory, properties of real numbers, elements of metric space topology, continuity, the derivative, the Riemann integral, sequences and series, uniform convergence, and functions of several variables. *Prerequisites:* Mathematics 211 and 212. Mathematics 322 offered in alternate years. Offered 1993-94.

Staff

331-332 Abstract Algebra I, II A study of the basic structures of modern abstract algebra, including groups, rings, fields, and vector spaces. *Prerequisite:* Mathematics 212. Mathematics 332 offered in alternate years. Offered 1992-93.

Staff

343 Topics in Geometry A study of both synthetic and analytic approaches to geometry. Topics include axiomatic systems, Euclidean geometry, non-Euclidean geometries, projective geometry, and subgeometries of projective geometry. *Prerequisite:* Mathematics 212. Alternate years. Offered 1992-93.

Staff

351-352 Mathematical Statistics and Probability I, II Probability, frequency distributions, sampling theory, testing hypotheses, estimation, correlation and regression, small sample distributions, and applications. *Prerequisite:* Mathematics 212.

Staff

354 Topics in Applied Probability and Statistics Study of an area of applied probability and statistics not otherwise in the curriculum. Possible subjects include linear modeling, stochastic processes, nonpara-

metric statistics, and quality control. *Prerequisite:* Mathematics 351. Alternate years. Offered 1993-94.

Staff

356 Statistical Decision Theory An introduction to applied decision theory using Bayesian statistics. Topics will include decision rules, risk, the likelihood principle, utility and loss, prior information and subjective probability, Bayesian analysis, and game theory. *Prerequisite:* Mathematics 351 or Economics 241. Alternate years. Offered 1992-93.

Staff

363 Differential Equations and Special Functions First order ordinary differential equations, linear differential equations of first and second order, series solutions, Fourier series and integrals, partial differential equations of physics, Legendre polynomials, and Bessel functions. *Prerequisite:* Mathematics 212.

Staff

364 Complex Variables Analytic functions, conformal mapping, complex integrals, Laurant series, theory of residues, and potential theory. *Prerequisite:* Mathematics 212.

Staff

366 Numerical Analysis Numerical techniques of solving applied mathematical problems. A heavy emphasis is placed on the interrelation with these techniques and the digital computer. Topics to be covered are numerical solutions of systems of equations, the eigenvalue problem, interpolation and approximation, and numerical solutions to differential equations. Although emphasis is placed on the numerical techniques, consideration will also be given to computational efficiency and error analysis. *Prerequisites:* Mathematics 212 and Computer Science 103. Alternate years. Offered 1993-94.

Staff

381, 382 Selected Topics Study of some advanced phase of mathematics not otherwise in the curriculum. The subject matter and the frequency of offering the course will be dependent on student interest. Some possible areas for study are point set topology, combinatorics, graph theory, partial differential equations, differential geometry, and number theory. *Prerequisite:* Permission of the instructor.

Staff

Individualized Study Pursuit of topics of an advanced nature by well-qualified students through individual reading, research, or internship, under the supervision of a faculty member. *Prerequisite:* Permission of the department chairperson.

Computer Science

Overview

The computer science curriculum enables a student to study systematic approaches to problem solving within the environment of hardware. In the course of this study, the student develops the practice of clear thinking and logical reasoning while learning to analyze information processing tools and systems in areas of application. Within this study there is an emphasis on the human values associated with computing in the modern world.

The available courses cover a wide area of computer science. In addition, upper-division students may, in collaboration with faculty members, be involved in on-going research projects or study topics not covered by the regular course offerings.

The major is designed to give students a broad understanding of both the theoretical and application areas of the discipline. As such, it provides a firm foundation for those intending to do graduate work or to pursue a career in computer science.

Requirements and Recommendations

The Bachelor of Arts Program

The requirements for a B.A. in computer science are: Core: Computer Science 103, 104, 216, 221, and Mathematics 111 (or 105-106), 208; Plus: 4 computer science electives, at least 3 from Group A:

Group A: Computer Science 301, 311, 324, 341,
360, 371, 373;

Group B: Computer Science 450, 460, 470,
Management 247,
Mathematics 366;

Capstone: Computer Science 340.

Minor In Computer Science

A minor in computer science consists of six courses including Computer Science 103, 104, 216, 221, and two computer science electives from Groups A and B. At least one elective must be chosen from Group A. Students intending to do graduate work in computer science are advised to take Mathematics 351, Physics 240, and six computer science electives including Computer Science 301 and Computer Science 311.

Facilities

Computing Services maintains a campus-wide computing network. Through the network, students may access several programming languages and applications packages. In addition to this, the department has a laboratory featuring NeXT

computers that are used for introductory courses and such electives as operating systems and graphics. These machines are connected to a SUN Sparcstation that is used as a local file server and as a site for parallel processing hardware.

The department also uses the Internet to access other sites, such as the Pittsburgh Supercomputing Center, for additional resources.

103 Introduction to Computing Introduction to the use of computers in a variety of fields through the use of software tools and structured programming. Word processing, spreadsheet, and database software tools are taught from a perspective that emphasizes the underlying principles. The primary focus of the course will be structured programming and problem solving.

Staff

104 Introduction to Computer Science An introduction to computer science with an emphasis on problem solving methodology and algorithms. Further topics include computer organization, data structures, and software engineering. *Prerequisite:* Computer Science 103 or AP credit in computer science.

Staff

109 The Art and Science of Computer Graphics Introduction to the use of computers through the study of the process of creating and manipulating three dimensional images. The course will emphasize hands-on laboratory experience, with student work focused around completing a series of projects. Students will study a variety of topics ranging from very general (programming strategies) to very specific (the use of color).

Staff

216 Data Structures An introduction to the major data structures and some of their applications. Topics include linear lists, sets, queues, stacks, linked lists, string processing, trees, graphs, arrays, tables, files, and dynamic memory management. *Prerequisite:* Computer Science 104.

Staff

221 Computer Organization and Assembly Language Programming Programming at the machine level, with an emphasis on the logical connection of the basic components of the computer and systems programs. Topics include machine and assembly language programming, basic computer operations, hardware organization, systems software, and compilers. *Prerequisite:* Computer Science 104.

Staff

301 Theory of Computation A study of the basic theoretical principles of the computational model. Topics covered will include finite automata, regular expressions, context-free grammars, Turing Machines, Church's Thesis, Godel numbering, the halting problem, unsolvability, computational complexity, and program verification.

Prerequisites: Mathematics 208, Computer Science 104. Alternate years. Offered 1992-93.

Staff

311 Design and Analysis of Algorithms A survey of the basic principles and techniques for the development of good algorithms. Emphasis is placed on individual development of algorithms and an analysis of the results in terms of usefulness, efficiency, and organization. Topics include design techniques, worst case and average case analysis, searching, sorting, branch and bound, spanning trees, reachability, combinatorial methods, and NP-hard problems.

Prerequisites: Mathematics 112, Computer Science 216. Alternate years. Offered 1993-94.

Staff

324 Principles of Operating Systems A study of the fundamental concepts of operating systems. Topics include sequential processes, concurrent processes, processor management, memory management, scheduling algorithms, and computer security. Projects will include the writing of a program to simulate the major components of an operating system. *Prerequisite:* Computer Science 216. Alternate years. Offered 1993-94.

Staff

327 Parallel Processing Introduction to the techniques used to implement parallel processing concepts in computer environments. The course begins with an investigation of multitasking single processor systems. This is followed by an investigation of SIMD (Single Instruction Multiple Data stream) environments. The final topic will be an investigation of computing within MIMD (Multiple Instructions Multiple Data stream) environments. Students will work with actual implementations of each of these environments and explore their advantages and appropriate uses. *Prerequisite:* Computer Science 216. Alternate years. Offered 1993-94.

Staff

335 Software Engineering Introduction to the principles used to analyze and specify software systems. The course covers concepts and issues dealing with the initial stages of the software life cycle. The course begins with students studying formal methods for

analyzing and investigating environments requiring automation. This is followed by a study of languages and CASE (Computer-Aided Software Engineering) tools. Throughout the course students will apply principles that they study to situations outside the department. *Prerequisite:* Computer Science 216. Alternate years. Offered 1993-1994.

Staff

340 Software Systems/Software Design A formal approach to the techniques of software design and development. An integral part of the course is the involvement of students, working as a team, in the development of a large software project. Implementation of the software project will be in a high-level language that supports modularity and procedural and data abstraction. Topics include formal model of structured programming, modular decomposition, information hiding, formal program specification techniques, software testing techniques, documentation, and user interfaces. *Prerequisites:* Computer Science 216, one Computer Science course at the 300 level, and permission of the department chairperson.

Staff

341 A Survey of Programming Languages A study of the fundamental concepts in the design of programming languages. These concepts include variables, expressions typing, scope, procedures, data types, exception handling, and concurrency. Particular programming languages will be used as examples of different ways for implementing these concepts. *Prerequisite:* Computer Science 216. Alternate years. Offered 1993-94.

Staff

360 Principles of Database Systems A study of the fundamental concepts of database systems. Topics include the physical organization of databases, indexing techniques, and query processing. Particular models to be studied include the Entity-Relationship, Relational, Network, and Hierarchical Models. Class projects will stress the design and implementation of a database. *Prerequisite:* Computer Science 216. Alternate years. Offered 1992-93.

Staff

371 Introduction to Artificial Intelligence A study of the process of having machines mimic human behavior. Topics include search heuristics, knowledge representation, logic, natural language processing, rule-based systems, and robotics. Appropriate programming languages will be used to implement projects. *Prerequisite:* Computer Science 216. Alternate years. Offered 1993-94.

Staff

373 Computer Graphics A study of the methods and issues surrounding the construction of graphical images on the computer. Topics include windowing systems and user input, two-dimensional graphics packages, curve drawing techniques, modeling in three dimensions, the use of lighting and shading techniques, and the process of rendering images. Student work will consist both of using existing packages to create images and of implementing algorithms used in graphical systems. *Prerequisite:* Computer Science 216. Alternate years. Offered 1992-93.

Staff

374 Compilers Introduction to the techniques used to translate high level computer languages into machine code. The course discusses and evaluates current implementation techniques, including the applicable theory. Topics include lexical scanning, parsing, code generation and optimization. Students will be expected to complete a major product involving the compilation of a particular computer language. *Prerequisite:* Computer Science 216. Alternate years. Offered 1993-1994.

Staff

450 Individualized Study: Tutorial Study through individualized reading and projects of an advanced area of computer science by well-qualified students under the supervision of a faculty member. Possible areas of study are software engineering, compiler design, expert systems, parallel architecture, image processing, or topics in the current literature which are of mutual interest to the student and the supervising faculty member. *Prerequisites:* Computer Science 216 and permission of the department chairperson.

Staff

460 Individualized Study: Research Intensive study of a selected topic in computer science or a related area by carrying out a research project in collaboration with a faculty member. *Prerequisites:* Computer Science 216 and permission of the department chairperson.

Staff

470 Internship in Computer Science Completion of a significant project in computer science within an industrial setting, government department, or research institute. The project must receive prior authorization from a faculty member and requires the submission of a satisfactory written report upon completion. *Prerequisites:* Computer Science 216 and permission of the department chairperson.

Music

Professors Zellner (*Chairperson*) and Nunamaker
Associate Professors Finstad and Matsinko
Instructor Jones and Gratto
Adjunct Professor Weikel
Adjunct Assistant Professors Bowers, Botterbusch,
and LeVan
Adjunct Instructors Baxter, Kang, Light, and Shook

Overview

The music department endeavors to introduce students to the historical significance of Western music and to the variety of World Music so that they have an understanding of their musical heritage and some knowledge of current musical trends. Supporting this historical knowledge is familiarity with the basic elements of music and discovery of their own abilities through direct contact with, and creative manipulation of, such material. The music curriculum also involves the student in an intensive study of applied music. This encompasses individual and or ensemble experience. In the practice room, studio, and recital hall the student has an opportunity to refine the techniques for musical performance. In the small and large ensemble the individual must work within a greater social context to achieve a common musical goal. The program also provides courses for the student who plans to enter the field of music education. These offerings are based on competencies prescribed by the Pennsylvania Department of Education. The music department offers programs leading to a Bachelor of Arts degree in music and a Bachelor of Science degree in music education.

Also available is a minor in music and a major in music within the elementary education certification program, which leads to a Bachelor of Arts degree.

Requirements and Recommendations

The department requires an audition of all candidates proposing to major in music or music education. Appointments for such auditions should be made through the College admissions office. Requirements for a major in music leading to a Bachelor of Arts degree consist of twelve full courses (Music 141, 142, 241, 242, 244, 341, 342, 313, 314, 205, 206, and 456), plus six or seven quarter-courses in the student's major applied area. The major must also participate for four years in an authorized ensemble and present a recital in the senior year.

Music majors in the elementary education program must meet the same requirements as the B.A. degree candidate, with the exception of courses 341 and 342.

The successful completion of the program leading to the Bachelor of Science degree in music education (see page 41) satisfies the certification requirements for teaching music in elementary and secondary schools.

Distribution Requirements

The distribution requirement in arts may be fulfilled by one of the following: Music 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 141, 244, 313, and 314.

Performing Ensembles

All College students are eligible to audition for College Choir, Chapel Choir, Band, and Orchestra. Band members are eligible to audition for Jazz Ensemble, Brass Ensemble, Brass Quintet, Percussion Ensemble, and Clarinet Choir. The jazz improvisation lab is open to selected Jazz Ensemble members. Auditions for all groups are held at the beginning of the school year or at other times by appointment.

101 Introduction to Music Listening A consideration of the principal music forms against the background of the other arts and in the content of historical events. Active listening is an essential part of the course. Repeated spring semester.

Ms. Gratto, Mr. Matsinko, Mr. Nunamaker, Ms. Light

102 World Music Survey A study of music cultures found around the world including the non-Western regions of sub-Saharan Africa, the Mid-East, and Asia, as well as selected ethnic cultures within the United States. Music making activities and other related arts will be examined in relation to the cultural contexts in which they are found.

Mr. LeVan

103A Music of the Classical Period Study of the major composers—Haydn, Mozart and Beethoven—and the significant genres of the late Eighteenth and early Nineteenth centuries. The musical achievements of this period will be studied within the social and economic milieu. Listening and analyzing musical compositions will be an integral part of the course.

Mr. Nunamaker

104 Opera Study of opera history and standard operatic works as examples of drama and music. Related genres of operetta, zarzuela, musical and oratorio are also included. Extensive listening and viewing assignments are required.

Ms. Gratto

105 Introduction to Contemporary Music Study of the major trends in twentieth-century music, with

emphasis on the music of Debussy, Stravinsky, Schoenberg, Bartok, and the Avant Garde composers.
Mr. Nunamaker

106 Art Song Study of the history, interpretation, and style of the art song. Literature will include German, French, English, and American art songs. Extensive listening assignments are required.

Mr. Matsinko

107 Music of the Romantic Era Study of the philosophical background for nineteenth-century music and its stylistic features. Extensive listening will be done in the areas of orchestral, vocal, and chamber music.

Mr. Nunamaker

108 Women in Music The study of women's contribution to music from the Middle Ages to the present.

Ms. Light

109 Mozart: The Man and His Music A study of Mozart's music, with a focus on his life, times, and musical analysis. Extensive listening assignments required.

Mr. Matsinko

110 Survey of Jazz Study of America's indigenous musical art form from early blues and Dixieland through current trends. A "live" jazz quartet is an integral part of style analysis. Concert attendance and listening assignments are necessary to attain an understanding of the genesis and development of jazz.

Ms. Gratto, Mr. Jones

141 Theory I Fundamentals of basic theory, notation, and nomenclature; introduction to writing skills; basic analytic technique; melodic analysis; correlated sight-singing and aural perception skills.

Ms. Gratto, Mr. Jones

142 Theory II Continuation of writing skills; analysis and writing of chorales; correlated sight-singing and aural perception skills; keyboard harmony.

Ms. Gratto, Mr. Jones

205 Choral Conducting Development of basic conducting techniques. Areas of study include vocal problems and tonal development, diction, rehearsal procedures, interpretation, and suitable repertoire for school, church, and community.

Mr. Finstad

206 Instrumental Conducting Continued development of conducting skills and score analysis.

Areas of study include: interpretation, musical styles, balance, intonation, rehearsal procedures, and suitable repertoire for large and small ensembles.

Mr. Zellner

241 Theory III Study of the common practice period; extensive written and analytic projects; study of musical structure through small forms; correlated sight-singing and aural perception skills.

Mr. Jones

242 Theory IV Study of late-romanticism to the present day by means of analytic and written projects. Correlated sight-singing, aural perception skills, and keyboard harmony are included.

Mr. Jones

244 Introduction to Music Literature Study of the major genres, style periods, and composers of Western music. Extensive use of recorded materials is included, with emphasis on the development of aural recognition.

Mr. Matsinko

303 Sixteenth-Century Counterpoint Introduction to the contrapuntal technique of the sixteenth century through the study of plainsong and early motets. Composition in the small forms is a part of the course. Offered on demand.

Staff

304 Eighteenth-Century Counterpoint Introduction to the contrapuntal style of the eighteenth century and an analysis of the baroque forms, with attention to linear motion and fundamental harmonic progression. Composition in the various forms is required.

Staff

313 History of Medieval, Renaissance, and Baroque Music Study of the major forms and styles of music and composers from the pre-Christian era through the eighteenth century. Extensive use of musical examples and recordings is included.

Mr. Nunamaker

314 Music in the Classic, Romantic, and Contemporary Periods Study of the principal stylistic tendencies from c. 1770 to the present. Extensive listening to, and examination of, illustrative materials is an essential part of the course.

Mr. Nunamaker

320 Principles and Procedures of Teaching Music in the Elementary School Study of the methods and materials of teaching music in the elementary grades. Various approaches to guiding children to

listen to, understand, create, and perform music are included. Classroom instrument competencies are developed in alternate years.

Ms. Gratto

321 Principles and Procedures of Teaching Music in the Secondary School Study and evaluation of methods, materials, and techniques for teaching music classes and performance groups in the secondary grade with a development of a personal philosophy of music education. Alternate years.

Ms. Gratto

341 Theory V Study of the capabilities and limitations of the standard wind, string, and percussion instruments. Included is score study, transposition, and emphasis on applied orchestration projects for laboratory performance and critique.

Mr. Zellner

342 Theory VI Study of the structural organization of music. Included will be the analysis of the larger forms of composition drawn from the standard literature of the eighteenth to twentieth centuries.

Staff

474 Student Teaching Teaching in public schools in cooperation with, and under the supervision of, experienced teachers. Individual conferences and seminars with the College supervisor and supervising teacher are required. Offered in spring semester only.

Three Course Units

Mr. Zellner

Individualized Study

Prerequisite: Approval of department and directing faculty member.

Applied Music

The department offers instruction in voice, piano, organ, and the standard band and orchestral instruments. The repertoire is adapted to the student's ability. One quarter course credit is given for one half-hour private lesson per week, per semester. Some piano and voice instruction may be in group classes.

Students majoring in music who are candidates for the Bachelor of Arts degree are entitled to eight quarter-courses of private instruction, and those who are candidates for the degree of Bachelor of Science in Music Education are entitled to 12 quarter-courses of private instruction at no additional cost beyond the comprehensive fee.

The department also sponsors various music organizations, including the College Choir, Chapel Choir,

Band, and Orchestra. All college students are eligible to audition for any of these, either at the beginning of the school year or at other times by appointment.

121 Voice Private instruction in fundamentals of voice production, with emphasis upon breath control, resonance, tone quality, diction, pronunciation, and an appreciation of the best works of the masters. Repeated in the spring semester. Fee for one half-hour lesson per week per semester: \$415. *1/4 Course*
Mr. Finstad

122 Voice Class Study of vocal techniques using class discussions and demonstrations. The course will have a practical workshop atmosphere: practicing basic vocal production with emphasis on posture, breath control, diction, and vowel formation. Fee for class lessons per semester: \$415. *1/4 Course*
Mr. Finstad

123 Piano Private instruction in the development of the necessary techniques for facility in reading and interpreting a musical score accurately at the keyboard. Literature includes representative compositions of various styles and periods. Public performance is required of those majoring in this area of concentration. Fee for one half-hour lesson per week per semester: \$415. *1/4 Course*
Mr. Matsinko

124 Class Piano Emphasis on sight-reading, ensemble playing, and harmonizing melodies with various types of accompaniment, as well as playing some of the standard piano literature. Fee for class lessons per semester: \$415. *1/4 Course*
Mr. Matsinko

125 Organ Private instruction designed to include literature of various periods, sight-reading, hymn-playing, chant and anthem accompaniment. *Prerequisites:* satisfactory performance of all major and minor scales (two octaves) and a Bach Invention. Fee for one half-hour lesson per week per semester: \$415. *1/4 Course*
Mr. Weikel

127 Band Instrument Instruction Private instruction emphasizing the fundamentals and repertoire for the performance of woodwind, brass, and percussion instruments. Fee for one half-hour lesson per week per semester: \$415. *1/4 Course*
Ms. Bowers, Mr. Jones, Ms. Kang, Mr. Shook, Mr. Zellner

129 String Instrument Instruction Private instruction emphasizing both the fundamentals of

string playing and repertoire. Fee for one half-hour lesson per week per semester: \$415. *1/4 Course*
Mr. Nunamaker, Mr. Baxter, Mr. Botterbusch

131 College Choir Performs sacred and secular choral literature. In addition to performing on campus and in nearby cities, the Choir makes an annual spring concert tour. Oratorios are presented in conjunction with the Chapel Choir. Three rehearsals weekly. *No Credit*
Mr. Finstad

132 Chapel Choir Performs standard musical literature with the purpose of supporting and assisting the College community in the Sunday morning services. The Choir appears in nearby cities and makes a short tour each spring. Three rehearsals weekly. *No Credit*
Mr. Matsinko

133 Band Performs a wide variety of quality literature for the band. After home game marching performances, the symphonic band presents campus concerts and a spring tour of Pennsylvania and neighboring states. Three rehearsals weekly. *No Credit*
Mr. Jones

135 Orchestra The study and performance of orchestral music of all areas. Membership is open to all students of qualifying ability. Two rehearsals weekly. *No Credit*
Mr. Nunamaker

150-151 Woodwind Instrument Class Instruction in the technique of teaching and playing woodwind instruments, using the clarinet as the basic instrument. *Two 1/4 Courses*
Mr. Zellner

152-153 Brass Instrument Class Instruction in the technique of teaching and playing brass instruments. The trumpet or cornet is used as the basic brass instrument. *Two 1/4 Courses*
Mr. Zellner

154-155 Stringed Instrument Class Instruction and practice in the techniques of stringed instruments and the organization of a string section. *Two 1/4 Courses*
Mr. Botterbusch

156 Percussion Class The organization of practical and theoretical materials concerning all of the percussion instruments, their performance techniques, and teaching procedures. *1/4 Course*
Mr. Zellner

456 Senior Recital Solo presentation of representative literature of various stylistic periods of the student's major applied area, with emphasis on historical performance practice.

Staff

Philosophy

Professor Coulter (*Chairperson*)

Associate Professor Portmess, Walters

Assistant Professors Ruesga

Instructor Kuebler (*Spring Term*)

Overview

The departmental objectives are to promote inquiry into perennial philosophical questions such as the nature of justice, happiness, knowledge, and freedom; to produce awareness of the answers that have been proposed in response to these questions; to teach the tools for the analysis of the assumptions and values which underlie different intellectual disciplines; and to promote the application of philosophical analysis to issues of public policy and morality. The study of philosophy encourages the student to develop the ability to analyze problems, understand central issues, and develop alternative solutions. It challenges the student to reflect upon problems involving values, to examine problems in an interdisciplinary way, to examine alternative world views and forms of knowledge, and to develop an awareness of intellectual history. Classes encourage discussion and writing. The study of philosophy is an integral part of an education in the liberal arts tradition.

A major in philosophy is excellent preparation for graduate school or for professional schools in almost any field. It is especially good background for law and the ministry. It will also prove valuable in any occupation which demands clear thinking and the ability to understand the points of view of other people. Individually, philosophy courses will prove useful supplements to course work in other areas. The department is interested in assisting and encouraging students to design special majors in which philosophy is an integral part.

Requirements and Recommendations

Philosophy 101, 103, 105, 107 and 211 have no prerequisites. Any 100 level course or 211 is recommended as preparation for a 200 or 300 level course, though the instructor may grant permission on an individual basis to equivalently prepared students.

A philosophy minor consists of any six courses in the department, only two of which may be 100 level

courses. A philosophy major consists of nine courses in philosophy, including 211; at least two out of 203, 204, and 220; three 300 level courses; and 460 (Senior Thesis).

Distribution Requirements

Any course offered by the department may be used to satisfy the distribution requirement in history/philosophy.

101 Introduction to Philosophy A study of selected philosophical texts which deal with perennial themes such as knowledge, happiness, justice, death, and the nature of reality. The goal is to develop the ability to read about, reflect on, and comment on philosophical issues.

Staff

103 Critical Thinking An informal logic course designed to help students reflect upon and enhance their ability to think analytically and creatively. Discussions and exercises focus on the techniques characteristic of informal logic (classification or arguments, analysis and evaluation of arguments, identifying informal fallacies, etc.), as well as strategies for intuitive and creative thinking. Technical treatment of analytic and creative methods will be illustrated by appeals to fiction, journalistic pieces, and personal experiences.

Mr. Walters

105 Contemporary Moral Issues A study of moral problems facing individuals in our society. Selected readings dealing with moral disputes in business, politics, international affairs, medicine, and social policy will be discussed, along with the ethical theories which the various sides use to make their cases.

Staff

107 Environmental Ethics A study of the ethical issues raised as we attempt to deal with environmental questions such as waste disposal, pollution, land use, our treatment of animals, and the conservation and preservation of natural resources. Do biotic systems, species or non-humans have rights? What are our obligations to or regarding such objects? How are we to decide between environmental values and human needs or wants? How do we balance current needs against our concern for future generations?

Mr. Coulter

203 Classical Greek and Roman Philosophy A study of the philosophers and philosophies of ancient Greece and Rome. Major emphasis will be on the Pre-Socratics, Plato, Aristotle, and Hellenistic Neoplatonism.

Mr. Coulter

204 Medieval and Early Modern Philosophy A

study of philosophers and philosophies of medieval and early modern Europe as these reflect the impact of religion and science on the traditional problems and assumptions of philosophy. Major thinkers to be studied include Augustine, Thomas Aquinas, Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, and Kant. (*Not offered 1992-1993*)

Ms. Portmess

211 Logic and Semantics

An introduction to formal logic and a study of the formal uses of language, with particular reference to the nature of inference from premises to conclusion; rules for deductive inference; construction of formal proofs in sentential logic; the nature of the language; informal inferences and fallacies; and theory of definition.

Mr. Coulter

217 Worldviews, Meaning and Commitment A

study of the nature, construction and critical examination of worldviews, or ways of knowing—the mythic, the religious, the scientific, the philosophical and the aesthetic—by which we arrive at philosophies of life. The course will focus especially on the relationship between meaning and commitment, and will examine strategies for the articulation, comparison and evaluation of worldviews. Readings will be drawn from philosophy, poetry and fiction.

Mr. Walters

220 Nineteenth-Century Philosophy

A study of leading European and American thinkers of the nineteenth century, including readings from Hegel, Feuerbach, Marx, Mill, Kierkegaard, Nietzsche, Peirce, and William James.

Ms. Portmess

234 Philosophy of Art

A survey of the major paradigms in the history of aesthetic theory (e.g., formalism, representationalism, expressionism, etc.), with emphasis on the relation of aesthetics to other aspects of philosophy. Such issues as the nature and function(s) of art and the qualifications of a good critic will be discussed.

Mr. Ruesga

350, 351, etc. Topics in Philosophy Studies of philosophical topics as treated by twentieth-century philosophers. Recent topics have been Philosophy of Natural and Social Science, Environmental Ethics, Philosophy of Religion, Analytic Philosophy, Ethical Theory, Theories of Reality, Feminism and Public Policy, Philosophy of Mind and Philosophy of Law.

Topics will differ each semester and will be announced in advance. *Prerequisites:* major or minor in philosophy, or permission of the instructor.

Staff

460 Senior Thesis An individualized study project involving the research of a topic and the preparation of a major paper. This will normally be done during the fall or spring semester of the senior year.

Prerequisite: major or minor in philosophy.

Staff

Physics

Professors Aebersold and Marschall

Associate Professors Cowan and Pella (*Chairperson*)

Assistant Professors Aldinger, Good, and Luehrmann

Laboratory Instructors Cooper, Hayden and Walt

Overview

Within wide limits, a physics major can be tailored to meet the needs and desires of individual students. A major in physics is appropriate for those who enjoy the subject and who have no particular career in mind. It is also suitable preparation for careers ranging from government and law to theoretical physics and molecular biology. Gettysburg physics graduates have selected a wide range of fields for graduate study, including astronomy; astrophysics; biophysics; business; geophysics; environmental, electrical, nuclear and ocean engineering physics; and physiological psychology.

Persons who become physics majors ought to be curious about the ways of nature and have a strong urge to satisfy this curiosity. Their success depends upon their ability to devise and perform meaningful experiments, their intuitive understanding of the way nature behaves, and their skill in casting ideas into mathematical forms. No two majors are endowed with precisely the same division of these talents, but they must develop some proficiency in each.

Courses in the department emphasize those theories and principles that give a broad, unifying understanding of nature and the analytical reasoning needed for their use. Laboratory training stresses the design of experiments, the techniques of precise measurement, and the interpretation of data.

Requirements and Recommendations

The physics department offers both a Bachelor of Science and Bachelor of Arts degree for the major.

B.A. requirements:

A minimum of nine physics courses including Physics 111, 112, 213, 240, 310, 312, 319, 325, and 330 are required of all majors. This minimum major is more than adequate preparation for physics certification for secondary school teaching and industrial or government laboratory work. Anyone for whom graduate study is a possibility should plan to take the additional courses described under the B.S. requirements below. Students are not permitted to take more than twelve courses in the department without the permission of the department, unless the thirteenth course is Physics 462 (Independent Study).

In addition, all majors must complete mathematics courses through Mathematics 212 or its equivalent. Majors are expected to exhibit increasing competence with computers as they progress through the courses in the physics curriculum.

First year students who are considering a major in physics should enroll in Physics 111, 112, and Mathematics 111, 112, if possible. Prospective first year majors may also wish to consider taking Physics 101 in the fall semester before taking Physics 111 in the spring. While it is desirable for majors to take either of these first year programs, students may accomplish a full major in physics even if they take Physics 111, 112 in their sophomore year.

B.S. requirements:

In addition to the courses specified above, the B.S. degree requires Physics 462 (Independent Study), and two additional courses in physics (at or above the 200 level). Candidates for the B.S. degree must also complete Mathematics 363. Students planning to continue graduate work in physics should plan on following this course of study.

Minor:

A minor in physics consists of Physics 111, 112, Physics 213, plus any three additional courses in physics beyond the 100 level.

Distribution Requirements

The laboratory science distribution requirement may be satisfied by taking Physics 101 and 102, Physics 111 and 112, Physics 101 and 111, or by taking Astronomy 101 and 102.

The prerequisites listed below in the course descriptions are meant only as guides. Any course is open to students who have the permission of the instructor.

Special Facilities

In addition to well-equipped laboratories in nuclear physics, atomic physics, electronics, optics, and plasma physics, the facilities of the department include a planetarium and an observatory. The observatory features a 16" Cassegrain telescope with a computer-controlled drive, a UVB photometer, and an astronomical spectrometer.

Computational resources include a microcomputer-equipped introductory laboratory, a microcomputer resource room, a microvax, two Sun workstations, and terminals to access the College mainframe computers, a VAX 6210 and a Sun 4/690. In addition, the department is networked to all other computing resources on campus, including Internet.

Support facilities in Masters Hall include the physics library, a machine shop, and an electronics shop.

Engineering

The department administers the Dual-Degree Engineering Program with Columbia University, Washington University in St. Louis, and Rensselaer Polytechnic Institute. Students selecting this program take Physics 111, 112, and 213, and graduate from Gettysburg with a major in physics upon successful completion of an engineering degree at Columbia, Washington University in St. Louis, or RPI. The Dual-Degree Engineering program is further described on page 50.

More details regarding the physics and the Dual-Degree Engineering Program are described in the *Handbook for Students* prepared by the Physics Department. Majors and prospective majors should request a copy from the Physics Department office.

101 Solar System Astronomy An overview of the behavior and properties of planets, satellites, and minor members of the solar system. Subjects include basic phenomena of the visible sky, gravitation and orbital mechanics, the results of telescopic and space research, and theories of the origin and evolution of the solar system. This course is designed to satisfy the laboratory science distribution requirement for non-science majors. Three classes and a laboratory.

Mr. Marschall

102 Stellar Astronomy An overview of current knowledge about the universe beyond the solar system from a physical and evolutionary standpoint. Subjects include observational properties of stars, methods of observation and analysis of light, the nature of stellar systems and interstellar material,

principles of stellar structure and evolution, and the overall structure and development of the physical universe. *Prerequisite:* Astronomy 101 or permission of the instructor. Three classes and a laboratory.

Mr. Marschall

101 Introduction to Contemporary Physics An introduction to twentieth-century physics providing the student with an overview of the fundamental principles of classical physics: the theory of relativity and quantum mechanics. The course includes a discussion of the fundamental forces of nature; topics in modern optics, including lasers and holography; nuclear and atomic physics; elementary particles; grand unified theories; and cosmology, including the origin and fate of the universe. The course will satisfy the laboratory science distribution requirement for non-science majors. Does not count toward the major. Three lecture hours and one laboratory.

Mr. Aldinger

102 Contemporary Physics A continuation of Physics 101 designed for the non-science major. The course will concentrate on the relationship between the physical principles developed during the first semester and the world in which we live. Topics will include heat and thermodynamics, fluid mechanics, optical instruments, electricity and circuits, medical diagnostics, and radiation effects. Not appropriate for students taking Math 112. *Prerequisite:* Physics 101. Three class hours and one laboratory.

Mr. Good

111 Mechanics and Heat Introduction to classical mechanics and heat: laws of motion; conservation of energy, linear momentum, and angular momentum; laws of thermodynamics; kinetic theory and ideal gas laws. Differential and integral calculus is introduced and used. *Prerequisite:* Mathematics 111, which may be taken concurrently. Four class hours and three laboratory hours.

Mr. Cowan

112 Waves and Electricity and Magnetism Electrostatic fields, currents, magnetic fields, magnetic induction, and Maxwell's equations. Other topics include waves, light as a propagating electromagnetic disturbance, and optics. *Prerequisite:* Physics 111. Four class hours and three laboratory hours.

Mr. Cowan

213 Relativity and Modern Physics Special theory of relativity, including four-vector notation. Other topics include black body radiation, photoelectric and Compton effects, Bohr theory, uncertainty principle, wave packets, and introductions to nuclear

physics and particle physics. *Prerequisite:* Physics 112. Three class hours and three laboratory hours.

Mr. Pella

240 Electronics Principles of electronic devices and circuits using integrated circuits, both analog and digital, including amplifiers, oscillators, and logic circuits. *Prerequisite:* Physics 112. Two class hours and six laboratory hours.

Mr. Good

310 Atomic and Nuclear Physics Introduction to quantum mechanics. Potential wells, barriers, one electron atoms, and multielectron atoms are studied. Other topics include nuclear models, decay, and nuclear reactions. Three class hours and three laboratory hours. *Prerequisite:* Physics 213.

Mr. Cowan

312 Thermodynamics and Statistical Physics Temperature, heat, the first and second laws of thermodynamics, and introductory statistical mechanics of physical systems based on the principle of maximum entropy. Topics include the ideal gas, Fermi-Dirac and Bose-Einstein "gases," electrons in metals, blackbody radiation, low temperature physics, and elements of transport theory. *Prerequisite:* Physics 213. Three class hours.

Ms. Luehrmann

319 Classical Mechanics An intermediate-level course in mechanics for upperclass physics majors. Topics include generalized coordinate systems, systems of many particles, rigid-body dynamics, central forces, oscillations, and the formalisms of Lagrange and Hamilton. *Prerequisites:* Physics 213 and Mathematics 211. Three class hours.

Ms. Luehrmann

325 Advanced Physics Laboratory A laboratory course with experiments drawn from various areas of physics, such as optics, electromagnetism, atomic physics, and nuclear physics, with particular emphasis on contemporary methods. Error analysis and experimental techniques are stressed.

Staff

330 Electricity and Magnetism An intermediate course in electromagnetism, including vector fields and vector calculus, electrostatic field theory, dielectrics, magnetic phenomena, fields in matter, Maxwell's equations, Laplace's equation and boundary value problems, and electromagnetic waves. *Prerequisites:* Physics 112 and Physics 319. Three class hours.

Mr. Aldinger

341 Quantum Mechanics An introduction to the Schrodinger and Heisenberg formulations of quantum mechanics. Topics covered include free particles, the harmonic oscillator, angular momentum, the hydrogen atom, matrix mechanics, the spin wave functions, the helium atom, and perturbation theory. *Prerequisites:* Physics 310 and 319, Mathematics 363. Three class hours.

Mr. Aldinger

452 Tutorials: Special Topics Designed to cover physics or physics-related topics not otherwise available in the curriculum. Open to upperclass physics majors who arrange with a staff member for supervision. Possible areas of study include advanced electronics, medical physics, astrophysics, acoustics, and optics. *Prerequisite:* Approval by department.

Staff

462 Independent Study in Physics and Astronomy

Experimental or theoretical investigation of a research-level problem selected by a student in consultation with a staff member. Students should arrange with a staff member for supervision by the end of the junior year. Open only to second semester senior physics majors. Results of the investigation are reported in a departmental colloquium. *Prerequisite:* Approval by department.

Staff

474 Internship Research participation during the summer at a recognized research laboratory such as Argonne National Labs, Department of Energy Laboratories, or Oak Ridge. Individual students are responsible for obtaining acceptance to these programs. In most cases students will be required to describe their participation in a departmental colloquium. *Prerequisite:* Completion of sophomore year and departmental approval.

Mr. Pella

Political Science

Professor Mott (*Chairperson*)

Associate Professors Borock and D. Tannenbaum
Assistant Professors Contarino, DeClair, Gaenslen,
Iannello, Smith, and Warshaw
Adjunct Assistant Professor Duncan

Overview

The department aims at providing an understanding of the study of politics, emphasizing the methods and approaches of political science and the workings of political systems in various domestic, foreign, and international settings.

The program provides balance between the needs of specialists who intend to pursue graduate or professional training and those who do not. Courses offered in the department help prepare the student for careers in politics, federal, state, and local government, public and private interest groups, business, journalism, law, and teaching.

Requirements and Recommendations

The requirements for a major in political science are as follows. Majors in the department are required to take a minimum of ten courses in political science. Majors are required to take three of the following four introductory courses: Political Science 101, 102, 103, or 104. These courses are designed to introduce the students to the discipline and to the types of issues that are important to political scientists. The 100 level courses may be taken in any order, and they should be completed by the end of the sophomore year. In the selection of advanced courses (courses at the 200, 300, and 400 level), majors are required to take Political Science 215 (Political Science Research Methods) as sophomores or first semester juniors, and at least one course in three of the following groups: American Politics, Comparative Politics, International Politics, and Political Theory.

The introductory courses serve as prerequisites for advanced courses; nevertheless, the department believes that three introductory courses provide a firm foundation in the discipline as a whole. Therefore it strongly encourages majors to take advanced courses in all four of the groups. Majors may begin taking advanced courses as early as the sophomore year provided they have taken the particular prerequisite, or in the case of not having the prerequisite, they believe they are prepared to do so and have the instructor's permission. Courses graded S/U are not accepted toward the major.

Requirements for a minor in political science are as follows: successful completion of any two 100 level courses and any four upper-level courses which normally count toward the major, provided that they do not all fall into the same subfield.

Departmental honors in political science will be awarded to graduating majors who have achieved an average of 3.3 in political science courses and who have successfully completed a significant research project in the senior year. Students wishing to qualify for honors are responsible for choosing a faculty member to direct the project. A second faculty member will act as a reader of the completed work.

Those who achieve honors are expected to present their work in a public forum.

In the junior and senior years, majors are urged to participate in seminars, individualized study, and internships. Majors also are encouraged to enroll in related courses in other social sciences and in the humanities.

Distribution Requirements

Any of the following courses may be counted towards the College distribution requirements in social sciences: 101, 102, 103, and 104. The following courses may be counted towards the College distribution requirement in non-Western culture: 263, 270, and 271.

Special Programs

Qualified students may participate in off-campus programs, such as the Washington Semester, The United Nations Semester, and Study Abroad.

Introductory Courses

101 American Government Examination of the institutional structure and policy-making process of national government as reflections of assumptions of liberal democracy and the American social and economic systems. In addition to the legislative, executive, and judicial branches of government, political parties, interest groups, and elections are considered.

Mr. Mott, Ms. Iannello, Ms. Warshaw

102 Introduction to Political Thought Analysis of political philosophies dealing with fundamental problems of political association. The course will examine concepts of power, authority, freedom, equality, social justice, and order as expressed in works of philosophers from Plato to Marx.

Mr. Tannenbaum

103 Introduction to International Relations

Examination of the behavior of nation-states in the international system from a micropolitical perspective that encompasses such topics as nationalism, power, and war, as well as from a macropolitical perspective that stresses broad trends such as political and economic interdependence and the effects of modernization.

Mr. Borock, Mr. Contarino

104 Introduction to Comparative Politics

Introduction to the structures and processes of political institutions in major types of political systems, including parliamentary systems, the Soviet system, and systems in developing countries.

Mr. DeClair, Mr. Gaenslen

Methodology

215 Political Science Research Methods

Introduction to quantitative research methods and their application to the study of politics. Topics include empiricism, survey research and polling, electoral behavior, and public opinion. Special attention is given to research design, data collection, data processing, and statistical analysis. *Prerequisites:* Completion of three of the following: Political Science 101, Political Science 102, Political Science 103, and Political Science 104, or permission of the instructor.

Mr. DeClair, Mr. Duncan, Mr. Smith

American Government

220 Urban Politics Study of the changing patterns in American urban life. Particular attention will be given to the governing of urban America in the past, present, and future, and the structure of power that has affected urban policy decisions. *Prerequisite:* Political Science 101 or permission of the instructor.

Ms. Iannello

223 U.S. Congress Study of the United States Congress, focusing on theories of representation, nomination and electoral processes, internal organization of Congress, influences on Congressional policy-making, and Congressional interaction with other participants in the policy process. *Prerequisite:* Political Science 101 or permission of the instructor.

Ms. Warshaw

224 The American Presidency Study of the presidency in the American political system, including presidential selection, presidential leadership and decision-making, the president's advisors, and the role of the presidency in the policy-making process. *Prerequisite:* Political Science 101 or permission of the instructor.

Ms. Warshaw

225 American Constitutional Law Study of the judicial process in the United States, with particular focus on the Supreme Court and its historical role in nation-building, establishing principles of federalism and the separation of powers, and determining the scope of personal and property rights. *Prerequisite:* Political Science 101 or permission of the instructor.

Mr. Mott

231 Political Parties in American Politics A survey of the nature, functions, development and operations of political parties in the United States. The relationship between party organizations, the party in the electorate, and the party in government

will be considered. *Prerequisites:* Political Science 101 and Political Science 215 or permission of the instructor.

Staff

322 Civil Rights and Liberties Study of selected problems involving interpretations of the Bill of Rights. Attention will be given to both the evolution and current standing of issues treated by the Supreme Court. *Prerequisites:* Political Science 101 and Political Science 225, or permission of the instructor.

Mr. Mott

International Politics

240 Problems and Issues in International Relations

Examination of some fundamental issues and problems confronting those who study international relations and those who are the practitioners in international politics. The course will focus upon such topics as: the role of theory and methodology in the study of international politics; system stability, conflict and violence; the perspectives of realists and idealists; nationalism and multilateralism; and the prospects for a sustainable future. *Prerequisite:* PS 103 or PS 104, or permission of the instructor.

Mr. Borock

242 United States Foreign Policy Examination of the formulation of policy within the national government structure, including the varying perspectives on goals and objectives; the implementation of policy; and the impact of policy domestically and internationally. Topics include decision-making; the arms race; foreign economic policy; military intervention; alliance systems; foreign aid; and the East-West/North-South confrontations. *Prerequisite:* Political Science 103 or permission of the instructor.

Mr. Borock

341 International Political Economy This course explores the scope and implications of interdependence in the global system and the political determinants of international economic developments. Alternative theoretical perspectives on the international political economy are examined, as well as the implications of these monetary relations, foreign investment, and management of the international economic system that emerged after World War II. Particular attention will be given to issues such as the extent to which the economic sphere is likely to lie at the center of foreign policy concerns in the future. *Prerequisite:* Political Science 103 or permission of the instructor.

Staff

344 U.S. National Security Policy Examination of the process by which military and political decisions join to form a unified policy. Attention will be given to decision-making, the identification of national security issues, defense spending, strategic policies, the impact of technological change, and civilian-military relationships. *Prerequisite:* Political Science 103 or permission of the instructor. Political Science 242 is recommended.

Mr. Borock

Comparative Politics

260 West European Politics A study of the government and politics of France, Germany, and Great Britain. Analysis of the development of their political institutions, the social and cultural factors affecting their political systems, the alignment of political forces, and the structures and processes of decision making. *Prerequisite:* Political Science 104 or permission of the instructor.

Mr. DeClair

263 The Politics of Developing Areas Introduction to the study of political development and underdevelopment, including approaches to Third World politics; the nature of traditional politics; disruptions caused by colonialism and imperialism; the reformation of domestic politics; and contemporary political processes and problems. *Prerequisite:* Political Science 104 or permission of the instructor.

Mr. Gaenslen

270 Government and Politics in China An introduction to the domestic politics of China, particularly since 1949. Topics include the historical legacy, ideology, political institutions, elite-mass relations, the policy process, developmental strategies, and efforts at reform. *Prerequisite:* Political Science 104 or permission of the instructor.

Mr. Gaenslen

271 Government and Politics in Japan An introduction to post-World War II Japanese politics, involving comparison with political patterns elsewhere in the industrialized world. Topics include the historical legacy, political structures and processes, elite-mass relations, and the nature of the connection between business and government. *Prerequisite:* Political Science 104 or permission of the instructor.

Mr. Gaenslen

Political Theory

280 Modern Political Ideologies Study of the philosophical content and the role of political ideologies in the modern world, with emphasis on liberalism,

socialism, communism, and fascism. The concept of ideology, historical development and the intersection and overlap of ideologies, and the influence of ideologies on political behavior will also be considered. *Prerequisite:* Political Science 102 or equivalent.

Mr. Tannenbaum

381 American Political Thought Study of the development of political thought in America from the colonial period to the present. In addition to examining individual writers and movements, the course will consider the relationship of the ideas examined to the broader tradition of Western political philosophy. *Prerequisite:* Political Science 102 or equivalent.

Mr. Tannenbaum

Advanced Courses

200, 300 Topics in Political Science

Exploration of an announced topic chosen each year or every other year by the department. Among the Special Topics currently offered are the following:

202 Politics and Film This course is about American and Hollywood. It is about real politics and reel politics, and designed to introduce an understanding of politics through the mirror of the American film. We will have the opportunity to examine and compare how fictional films have depicted political topics, issues and values (such as the political process, the U.S. Supreme Court, poverty, racism, genocide, and old-fashioned political machines) and their reality, as captured in books and documentary films. This is not a course which is primarily concerned with cinema as an art form or as a business; film is viewed chiefly as a medium for examining fundamental political questions. Throughout, heavy emphasis will be placed on class participation and writing, with all members having the opportunity to lead discussions and work in small groups. *Prerequisite:* none.

Mr. Tannenbaum

203 The European Community—Progress and Policy

An examination of the development of interstate integration by considering the processes of cultural, political, and economic change taking place in the European Community. We will analyze the historical development of this important international organization. In addition, we will undertake detailed case studies of the major policy questions currently being addressed by the various supranational organizations of the European Community. *Prerequisite:* Political Science 104 or by permission of instructor. Political Science 260 is recommended.

Mr. DeClair

206 Latin American Politics This course is designed as an introduction to Latin American politics. Its focus is on the political issues surrounding economic development in the Latin American context: the political preconditions, the policy choices of Latin American regimes and leaders, and the political consequences of development in general and of those policy choices in particular. Thus, the course is also about political development, about the ways in which politics has unfolded in Latin America. The course also compares the political systems and development trajectories of Latin American countries to other countries in the world. *Prerequisite:* Political Science 104 or permission of instructor.

Staff

303 New Social Movements In recent years many new political movements have become increasingly active in dealing with such concerns as environmental protection, sexual equality, nuclear energy, as well as other "new" issues of advanced industrial societies. This class will examine the competing theories which attempt to explain the development of these new movements. We will also attempt to determine whether or not these movements are new political actors or just old interest groups with new issues. These questions will be addressed in a comparative framework drawing upon examples from a variety of advanced industrialized societies. *Prerequisite:* PS 101 and 104.

Mr. DeClair

306A Interest Groups An analysis of the significance of organized interest groups in the political process. Various theories of group formation will be examined and applied to the mobilization of groups representing a variety of constituencies. The representativeness of interest groups will be assessed, both in terms of which groups succeed in organizing in the variations in resources and power. The methods employed by such groups to influence public policy (electoral activities, lobbying, litigation, monitoring the bureaucracy, etc.) will also be considered.

Staff

307A Media and Politics Discussion of the role of the media in politics including how media messages are interpreted and received, the bias in the media, and the impact of the media on campaigns, including media polls, campaign coverage and commercials. This course also examines the political and social messages of several "entertainment media", such as television and films, as well as the dynamics behind those messages.

Staff

340 Models and Policy Analysis Use of computer models and computerized techniques of analysis to examine policy options associated with a broad spectrum of political and economic issues such as: Global Warming; trade, energy, and environmental policies; the interdependence of the domestic and international economies; resource distribution; budgetary allocations; modernization strategies; war proneness; and the effects of war. Students will formulate and assess their own policies as well as replicate existing policies, studies, and events. *Course open to Juniors and Seniors or others by permission of the instructor.*

Mr. Borock

400 Seminars Advanced study of domestic, foreign, or world politics or political theory. A common core of reading and written reports by each student is provided. Although topics differ each year and will be announced in advance, several seminars are offered routinely and are listed below.

401 Executive Policy Making Study of the constraints in the presidential policy-making process. Included is an examination of the bureaucratic, constituent, and congressional impact on the development of policy options in executive decision making. Students are responsible for a major term paper which involves a considerable amount of independent research.

Ms. Warshaw

402 American Voting Behavior and Electoral Politics A survey of the research literature on political participation and vote choice in the U.S. Also considered are the various functions elections serve in a democracy, as well as the relative merits of aggregate and individual level approaches to the study of the politics of the mass electorate. Emphasizes contemporary American Politics, but also includes analysis of historical and comparative aspects of voting behavior. *Prerequisite:* Political Science 101 and Political Science 231 or permission of instructor.

Staff

403 Gender Discrimination and the Law Examination of the process by which the American judiciary, particularly the U.S. Supreme Court, creates and responds to changing legal, social, economic, and cultural patterns between the sexes.

Mr. Mott

405 Executive-Legislative Relations This seminar examines the complex institutional and political relationship between the Executive and Legislative branches of the Federal government. *Prerequisite:* PS 101 and PS 224.

Ms. Warshaw

406 Politics of Poverty Consideration of the definitions of poverty and the location of the problem within the federal political system. Attention is given to competing ideologies/theories of the development of poverty in urban areas and corresponding proposals/solutions offered by each perspective.

Ms. Iannello

409 Comparative Political Economy This course is intended to introduce the student not only to the workings of domestic economic systems but also to some of the main analytical frameworks which political economy uses to examine these systems. The comparative focus of the course on issues of political economy is thus two-fold: use will be made of the comparative method as well as of the different theoretical approaches to understanding domestic political economies. To that end we will focus on the relationship between political systems, regime types, ideology, and economic systems and the effects these have on certain public policy outcomes. *Prerequisite:* Political Science 104 and Political Science 341 or permission of instructor.

Staff

410 American Black/Feminist Political Thought Study of the development of contemporary African-American political thought in America. Consideration is given to twentieth-century contributions by black men and women to political-social movements, to mainstream political thought, and to the broader tradition of Western political philosophy. *Prerequisite:* Political Science 102 or equivalent. Political Science 381 is recommended.

Mr. Tannenbaum

Individualized Study Intensive research on an approved topic presented in oral or written reports, under the supervision of a member of the department faculty.

Staff

Internship A minimum six weeks of on-site participation in administration with a public or private organization under the supervision of a member of the department faculty. Available during the fall or spring semesters or during the summer.

Staff

Honors Opportunity for highly-qualified students to participate in a program of original research under the supervision of a member of the department faculty. Each student will complete a thesis and present her or his research in a public forum.

Staff

Psychology

Professors: D'Agostino, Haaland, Mudd, and Pittman (*Chairperson*)

Associate Professor Riggs and Bornstein

Assistant Professors Arterberry, Cain, Fincher-Kiefer, Lemley, Sivi, and Tykocinski

Overview

The department emphasizes experimental psychology in all of its course offerings. The objective of the department is to promote knowledge of the causes of behavior, with emphasis on the formation of a scientific attitude toward behavior and appreciation of the complexity of human personality. This objective is approached by providing a representative array of courses in psychology, including seminars, special topics, independent reading, and independent research, and by providing selected opportunities for field work. Direct experience with the major methods, instruments, and theoretical tools of the discipline is emphasized throughout.

Requirements and Recommendations

Psychology 101 is a prerequisite for all other courses in the department. Requirements for a major include Psychology 101, 205, 305, 341, *two* advanced laboratory courses, one from each of the following two groups: (a) 318, 321, 327, 328 and (b) 315, 316, 317, 336, and three additional courses in psychology. Most laboratory courses have a 200 level course as a prerequisite. Students may, with the agreement of a faculty sponsor, substitute an individualized empirical research project for one of the required advanced laboratory courses. Majors must earn a grade of C or better in both Psychology 205 and 305.

It is possible for those who have scored 60 or above on the CLEP (College-Level Examination Program) General Psychology examination to waive the introductory course (Psychology 101) and to qualify for advanced placement in the department. Write: College Board, Box 1822, Princeton, NJ 08540 for information about taking the CLEP exam.

An individualized study as well as experience in the use of the computer and/or training in computer science are highly recommended for those planning to go on to graduate work. Students should consult with their advisers for specific information on the prerequisites for work at the graduate level in the specialized areas of psychology.

Honors Research Program

This program provides outstanding students with an

intensive research experience. Invitations for participation may be extended to students who have a GPA of 3.5 in Psychology 101, 205, and 305. These courses should be completed by the end of the sophomore year.

Students in this program will take two advanced laboratory courses in the junior year (priority will be given at registration), and will enroll in Psychology 450 (Honors Research) in their senior year (an honors thesis may be substituted for Psychology 450—see Honors Thesis course description below). The results of these honors research projects will be presented at the Spring Undergraduate Research Colloquium. Students will also be expected to attend departmental colloquia and other departmental events.

Requirements for Departmental Honors

Departmental Honors are awarded to graduating majors who, in the combined judgement of the staff, have demonstrated academic excellence in coursework in the major, and who have completed the individualized empirical research project, honors research, or an honors thesis.

Distribution Requirements

Psychology 101 may be used to fulfill the distribution requirement in social sciences.

101 General Psychology An introduction to the basic scientific logic, facts, theories, and principles of psychology, including the study of human motivation, learning, emotion perception, thought, intelligence, and personality. Some attention is given to the applications of psychology. Repeated spring semester. May be used toward fulfilling the distribution requirement in the social sciences.

Staff

205 Introduction to Statistics Introduction to descriptive and inferential statistical methods. Laboratory work involves the use of a computer software package that allows for the application of statistical procedures. Credit may not be granted for this course and Mathematics 107 or Economics 241. Offered each semester. *Prerequisite:* High school algebra. Required of all majors. Three class hours and three laboratory hours.

Ms. Arterberry, Ms. Fincher-Kiefer

210 Behavioral Economics and Social Engineering

Introduction to behavioral economics and the implications of that field for social planning in a high mass consumption society. The potential contribution of behavioral systems analysis and social

science research to more effective social and economical planning is considered in the context of a "think tank" course model. One three-hour seminar (arranged) and one group field survey are required in the course of the semester. Alternate years.

Mr. Mudd

212 Industrial and Organizational Psychology An introduction to industrial and organizational psychology, including theory and practice in the following areas: personnel, organizational behavior and development, training, and the place of work in the psychological makeup of humans and human society. Equal attention is given to theory and applications. Several group projects are required in addition to the normal examination pattern. Three class hours offered in alternate years with Psychology 210.

Mr. Mudd

214 Social Psychology Review of current psychological theory and research in social psychology. Topics include attitude and behavior change, conformity, attraction, interpersonal perception, and psychological aspects of social interaction.

Ms. Riggs, Ms. Tykocinski, Mr. Pittman

215 Human Cognition Introduction to cognitive psychology. Topics covered include perception, attention, memory, learning, forgetting, language comprehension, reasoning, and problem solving. Theories are presented concerning cognitive processes and empirical evidence is considered that might challenge or support these theories.

Ms. Fincher-Kiefer

216 Sensory Psychology An in-depth study of the senses. This course provides a background in psychophysics and sensory physiology. Early research techniques and problems, as well as current experimental research, will be discussed. *Prerequisite:* Psychology 101 or Biology 101.

Ms. Lemley

221 Basic Dynamics of Personality An introduction to the major approaches to personality, including psychodynamic, behavioral, humanistic, and trait models. General issues and problems which arise in the study of personality are considered, and the importance of empirical evidence is emphasized.

Mr. Bornstein

225 Developmental Psychology: Infancy and Childhood The psychological development of the individual from conception to adolescence. Theory,

methodology, and research are presented in the areas of perception, learning, cognition, language, social, and moral development. Students who take this course may not take Psychology 227 or Psychology 228.

Ms. Arterberry, Ms. Cain

227 Cognitive Development The psychological development of the individual from conception through adolescence. Theory, methodology, and research are presented in the area of perception, cognitive, and language development.

Ms. Arterberry, Ms. Cain

228 Social and Personality Development The psychological development of the individual from infancy to adolescence. Theory, methodology, and research are presented in the areas of family and peer relationships, motivation, social cognition, moral development, and developmental psychopathology. *Prerequisite:* Psychology 227 or permission of the instructor.

Ms. Arterberry, Ms. Cain

236 Introduction to Brain and Behavior

Introduction to the anatomical, physiological and biochemical bases of human behavior. Topics will include sleep and dreams, development, learning and memory, motivation and emotions, language and other higher functions, and psychopathology. Emphasis will be on developing an ability to conceptualize psychological phenomena in biological terms.

Mr. Sivi

305 Experimental Methods An introduction to scientific method and experimental design. Emphasis is placed on the logical development of new ideas, kinds and sources of error in experimentation, methods of control, design and analysis of experiments, and scientific communication. *Prerequisites:* Psychology 101 and Psychology 205. Three class hours and three laboratory hours.

Ms. Riggs, Mr. D'Agostino, Pittman

315 Thinking and Cognition In-depth examination of the cognitive processes involved in language comprehension, problem solving, reasoning, and decision making. Current research and existing theories will be surveyed. Research will be conducted in one of the areas of investigation. *Prerequisites:* Psychology 215, or permission of the instructor, and Psychology 305. Three class hours and three laboratory hours.

Ms. Fincher-Kiefer

316 Perception Introduction to sensory and perceptual processes in vision. Lectures deal with sensory coding, feature detection, figural synthesis, and semantic integration. Laboratory work includes several minor studies and one major two-person group research study on a special topic of the students' own choice. *Prerequisite:* Psychology 305. Three class hours and the equivalent of three laboratory hours.

Mr. Mudd

317 Memory and Social Cognition An introduction to human memory and social cognition. Attention will focus on factors known to influence the storage and retrieval of social information. Errors and biases in human judgment will also be examined. *Prerequisite:* Psychology 305. Three class hours and three laboratory hours.

Mr. D'Agostino

318 Experimental Social Psychology Study of specific content areas in social psychology. Current theories and empirical data will be used to illustrate experimental designs and relevant methodological considerations. Laboratory work includes the design, execution, and analysis of two original experiments. *Prerequisites:* Psychology 214 and Psychology 305. Three class hours and the equivalent of three laboratory hours.

Ms. Riggs, Ms. Tykocinski, Mr. Pittman

321 Assessment of Personality and Intelligence

An introduction to the methodological and conceptual issues involved in the construction and use of personality tests. Following a survey of the literature on test development and validation, selected personality and intelligence tests will be studied in depth. Empirical research on each test will be examined. Each student will also design, conduct, analyze, and write up an experiment evaluating some aspect of a personality test or measure. *Prerequisites:* Psychology 221 and 305. Three class hours and the equivalent of three laboratory hours.

Mr. Bornstein

326 Abnormal Psychology An introduction to psychopathology and abnormal behavior, with particular attention to conceptual, methodological, and ethical issues involved in the study of abnormal psychology. Models of psychopathology and psychodiagnosis are discussed, with an emphasis on the empirical evidence for different models. *Prerequisite:* Psychology 221.

Mr. Bornstein

327 Experimental Cognitive Development An intensive study of one or more areas of cognitive development. Emphasis is placed on the unique characteristics of research with children. Laboratory work is conducted in a preschool or day care center. The design, execution, and analysis of a research project is required. *Prerequisites:* Psychology 227; Psychology 305. Three class hours and three laboratory hours.

Ms. Arterberry

328 Laboratory in Social and Personality Development

An intensive study of one or more areas of social and personality development, utilizing observational and experimental methods. Emphasis is placed on the unique characteristics of research with children. Laboratory work is conducted in a preschool or day care center and includes the design, execution, and analysis of a research project. *Prerequisites:* Psychology 228; Psychology 205 and 305. Three class hours and three laboratory hours.

Ms. Cain

336 Behavioral Neuroscience Advanced discussion of the topics included in Psychology 236, as well as an in-depth treatment of brain development and the neurochemical basis of behavior. *Prerequisites:* Psychology 236 and 305 or permission of the instructor. Three class hours and three laboratory hours.

Mr. Sivi

341 History of Experimental Psychology A review of the development of experimental psychology to the present. Emphasis is on the role of the reference experiment in setting the course of major programs of research in psychology over the past century. Three demonstration experiments are required.

Ms. Lemley, Mr. Mudd

400 Seminar An opportunity to work on a selected topic in a small group under the guidance of a member of the staff. Not offered every semester. The topic for a given semester is announced well in advance. Enrollment by permission of the instructor. May be repeated.

Staff

Individualized Reading Opportunity to do intensive and critical reading and to write a term paper on a topic of special interest. Student will be expected to become thoroughly familiar with reference books, microfilms, and scientific journals available for library research in the field of psychology. *Prerequisite:* Permission of the instructor. May be repeated.

Staff

Individualized Empirical Research Design and execution of an empirical study involving the collection and analysis of data in relation to some psychological problem under the supervision of a staff member. Students are required to present an acceptable research proposal no later than four weeks following the beginning of the semester or to withdraw from the course. Research culminates in a paper. *Prerequisite:* Permission of the instructor. May be repeated.

Staff

Honors Research Students in the Honors Research Program will take this course in their senior year. The course has two components: (a) a research project, similar to that described under Individualized Empirical Research, in which each student designs and executes an empirical study under the supervision of a staff member; and (b) an honors seminar in which honors students present and discuss their research projects. Students may elect to do their research project in either the fall or the spring semester. The seminar will meet both semesters, and all students will participate in all of the seminar meetings. One course credit will be given in the spring semester. *Prerequisites:* Participation in the Honors Research Program and completion of two advanced laboratory courses.

Staff

Honors Thesis Designed to meet the needs of the clearly superior student. During the senior year each participant will engage in an original program of research under the direction of a thesis committee. In addition to completing a formal thesis, each student will present and discuss his or her research before the entire staff. Successful completion of the program entitles the student to receive credit for two courses which can be applied towards a psychology major. *Prerequisite:* By invitation of the department only.

Staff

Religion

Professors Hammann (*Chairperson*), Moore, and Tipson (*Provost*)
Associate Professor Trone
Assistant Professors Kim and C. Myers

Overview

Essential to an understanding of the past and the present is a study of the varied religious experiences and traditions of humankind. The department offers courses in sacred texts, historical traditions, and

religious thought and institutions, all of which investigate the complex phenomenon of religion.

Requirements and Recommendations

A major consists of ten courses: two may be taken outside of the Department, one must be Religion 460, one must be a 300 or a second 400 level course, and two must be at the 200 level. The department encourages qualified students to consider internships and/or overseas study, including the junior year abroad.

A minor consists of six courses: one may be outside of the Department but not in a student's major, one must be at the 300 or 400 level, and one must be at the 200 level.

With the permission of the department, any of the following courses, outside of the Religion Department may be counted toward either a major or minor.

Classics	230	Classical Mythology
Greek	20	New Testament Greek
Latin	306	St. Augustine
IDS	206	Byzantine Civilization
IDS	211	Perspectives on Death and Dying
IDS	227, 228	Civilization of India
IDS	237, 238	Literature of India
IDS	312	Ancient Egypt:Lang., Lit.,Art, Hist.
Hist.	311, 312	Medieval Europe
Hist.	313	Renaissance and Reformation
Phil.	105	Contemporary Moral Issues
Phil.	203	Classical Greek and Roman Philosophy

Other courses may be approved by a request to the department.

The department's rationale behind course numbering is as follows:

100-level courses are essentially topical and thematic.

200-level courses are surveys which usually take a historical approach. The 200-level courses are especially appropriate for an introduction to the major. Neither 100 nor 200-level courses have a prerequisite.

300-level courses are more narrowly focused or specialized, often examining in greater detail some issue or area treated more generally in a previous course.

Since some upper-level courses are not offered every year, students should consult with individual instructors when planning their programs. Those planning to attend seminary or a graduate school in religion should consider either a major or a minor in the department.

Distribution Requirements

Any one of the 100 or 200-level courses will fulfill the one course distribution requirement in religion, the difference between 100- and 200 level courses being a matter of emphasis rather than degree of difficulty or advanced character. Two half-credit courses in the department at this level count as one full-credit course. The following courses meet the distribution requirement in non-Western culture: 108, 156, 241, 242, and 245. IDS 312 also meets that requirement. The following courses fulfill the distribution requirement in history/philosophy: 220 and 221.

101 Introduction to Religions An overview of several approaches to understanding religious traditions, including the anthropological, historical and psychological. The course will also apply these approaches to an appreciation of select traditions such as Hinduism, Buddhism and Islam that are of historical and contemporary interest.

Staff

105 The Bible and Modern Moral Issues An investigation of the relevance of the Bible for life in the twentieth century. Some issues studied from a biblical perspective include sex roles and sexual relations, economic inequities, and legal injustices. Among topics to be covered are marriage and divorce, homosexuality, women's rights, poverty, war, and peace. Three class hours. No prerequisites. Open to first year students and sophomores only. Offered every year.

Mr. C. Myers

108 Wisdom Literature A comparative study of Job, Psalms, Proverbs, Ecclesiastes, and the Song of Songs, with the wisdom literature of the Sumerians, Egyptians, Babylonians, and other contemporaries and predecessors of the Israelites. Fulfills the distribution requirement in non-Western culture. Offered every year.

Mr. Moore

113 Women in the Ancient World An investigation of the role(s) of woman as reflected in the myths, legends, epics, law codes, customs, and historical records of the Sumerians, Babylonians, Egyptians, Hebrews, Greeks, and Romans. The relevance of some of this for contemporary roles and problems is also examined. Offered every year.

Mr. Moore

117 Topics in Biblical Studies An intensive study of a religious topic, problem, writer, or theme in the field of biblical studies. Offered at the discretion of the department.

Staff

124 Elizabeth to Irene: Women in Christianity I A seminar exploring writings by Christian women and other information about them in laws, theologies, biographies, histories, letters, funeral eulogies, legends, liturgies, and Christian art from the New Testament to the eighth century. This course complements Religion 125, 220, 221, IDS 206, and may count toward a minor in women's studies. Offered every year.

Mr. Trone

125 Theodora to Margery: Women in Christianity II A seminar exploring writings by Christian women and other information about them in laws, theologies, biographies, histories, letters, funeral eulogies, legends, liturgies, and Christian art from the ninth century to the fifteenth century. This course complements Religion 124, 220, 221, IDS 206, and may count toward a minor in women's studies. Offered every year.

Mr. Trone

127 Topics in History of Religions An intensive study of a religious topic, problem, writer, or theme in the field of the history of religions. Offered at the discretion of the department.

Staff

134 Religion in Cinema A study of films that portray the themes and stories rooted in the Biblical text. The method of the course will be to compare the cinematic representation with that of the original texts. Such films as *Ordet*, *Jesus of Montreal*, *Wise Blood*, *The Last Temptation of Christ*, *The Prophet*, *The Gospel According to St. Matthew*, *The Ten Commandments*, and *The Robe*, will be viewed and analyzed. Offered every year.

Mr. Hammann

135 Religion in Fiction An examination of the fictional representation of religious stories. The works of Lewis, Malamud, Olson, Kazantzakis, MacLeish, Lagerkvist, and others will be read. Not offered every year.

Mr. Hammann

137 Topics in Religious Thought An intensive study of a religious topic, problem, writer, or theme in the field of religious thought. Offered at the discretion of the department.

Staff

141 Religion and Culture in the U.S. An examination of the forms religion assumes within the cultures of the United States. The course will explore how values and attitudes, rooted in religious experience and ideology, are expressed in the everyday lives of people, in secular institutions, and in the popular culture. Films, novels, art, histories, sociological analyses, and public policy debates will be examined as the forms of this expression. Not offered every year.

Mr. Hammann

204 History, Literature, and Religion of the Old Testament A study of the history, literature, and religion of the Hebrews, from the time of Abraham to about 500 B.C. The history and culture of Israel are related to those of surrounding nations, with special emphasis on the relevancy of archeological data. Offered every year. Offered every year.

Mr. Moore

205 History, Literature, and Religion of the New Testament An introduction to the writings of the New Testament as they originated in their Greco-Roman milieu. Emphasis is on the distinctive purposes and main content of each writing. The use of source, form, and redaction criticism as tools for the academic study of the New Testament is demonstrated. Offered every year. Offered every year.

Mr. C. Myers

220 Church History To the Eighth Century A historical study of all groups who claimed to be Christian, from Pentecost to the eighth century. Theologies, liturgies, councils, heresies, and the outstanding participants are examined with the aid of primary documents. Also fulfills the distribution requirement in history/philosophy. Offered every year.

Mr. Trone

221 History of the Medieval Church A historical study that continues Religion 121 up to the fifteenth century. The Latin, Orthodox, and the heretical traditions and institutions are included. Religion 121 is not a prerequisite for this course. Also fulfills the distribution requirement in history/philosophy. Offered every year.

Mr. Trone

222 Church History: Fifteenth to Twentieth Century A historical overview of the development of Christian beliefs and practices, from the fifteenth century to the present. This course will examine the variety of ways in which individual believers, congregations, and ecclesiastical authorities have articulated what it means to be a Christian during different historical periods and in different social

contexts, from pre-Reformation Germany to modern-day Latin America. Not offered every year.

Staff

236 Religions from the Center to the Fringe A historical and critical study of recent unconventional religious movements primarily in the West. Movements such as Baha'i, Jehovah's Witnesses, Latter-day Saints, Unification Church, ISKCON, Scientology, Ahmadi Islam, and others will be considered. The study will aim at understanding religious characteristics as well as social effects of these movements. Offered every year.

Mr. Hammann

242 The Religions of East Asia and West Asia Primarily an examination of the varieties of historical and contemporary Buddhism and Islam. The class will also study some other religious traditions from east or west Asia that can be contrasted with Buddhism and Islam. Fulfills the distribution requirement in non-Western culture. Offered every year.

Mr. Hammann

245 Chinese and Japanese Religions A general introduction to the major religious traditions of China and Japan. The course will explore the historical and social contexts of Confucianism, Taoism, Chinese and Japanese Buddhism, and Shinto, looking at ideologies, major figures, rituals, and festivals, and the place of traditional religious beliefs and practices in East Asia today. We will discuss various ways "religion" is characterized in these traditions. Fulfills the distribution in non-Western culture. Offered every year.

Ms. Kim

301 The Prophets of the Old Testament A historical and sociological study of the life and times of Israel's prophets as drawn from the Old Testament and extra-Biblical sources, with special emphasis given to both the importance of prophetic interpretations for their own day and to their lasting effect upon Judeo-Christian thought. *Prerequisite:* Religion 204 or 205 or permission of the instructor. Not offered every year.

Mr. Moore

311 Jesus in the First Three Gospels An examination of the Jesus tradition as interpreted in the Gospels of Matthew, Mark, and Luke, using the techniques of source, form, redaction, and literary criticism. Special attention is given to the distinctive perspective of each Gospel. *Prerequisite:* Religion 205 or permission of the instructor. Not offered every year.

Mr. C. Myers

312 The Gospel of John An exploration of the thought and content of the Fourth Gospel. An effort is made to determine the background purposes for writing, and the community addressed by John's Gospel. The question of its relationship to the Synoptic Gospels and to the Epistles of John is also included. *Prerequisite:* Religion 205 or permission of the instructor. Not offered every year.

Mr. C. Myers

314 The Apostle Paul A study of the life, letters, and legacy of this early Christian, through a careful consideration of primary and selected secondary sources. Particular attention will be given to understanding the Pauline literature in its historical context. Ancient and modern interpretations of Paul's life and work are also treated. *Prerequisite:* Religion 205 or permission of the instructor. Not offered every year.

Mr. C. Myers

327 Monks, Nuns, and Friars A study of the rules and practices of Christian ascetics and orders for men and women, Latin and Orthodox, to the fifteenth century. The course will also include the art and architecture produced by these orders. Not offered every year.

Mr. Trone

332 History of Christian Thought: Fifteenth to Nineteenth Century An examination of major works by representative theologians from the eve of the Reformation through the Enlightenment, including Julian of Norwich, Luther, Calvin, Teresa of Avila, Jonathan Edwards, Locke, John Wesley, Kant, Kierkegaard, and others. Not offered every year.

Staff

333 Contemporary Religious Thought Critical study of the primary theological literature of nineteenth- and twentieth-century Europe and America. Contrasts and continuity of themes, constitutive ideas, and movements in representative works by Schleiermacher, Kierkegaard, Bultmann, Tillich, Buber, Bonhoeffer, liberation and feminist theologians, and others are examined for the purpose of determining the basic presuppositions underlying the various texts. Not offered every year.

Staff

343 Mythology and Religion Mythology and religion have always been companions. The course will aim at understanding this friendship. Students will familiarize themselves with particular mythologies and will try to understand them from several critical

viewpoints, and to appreciate their connection with religious traditions. Offered every year.

Mr. Hammann

460 Individualized Study for Majors (The Senior Project must be approved by the Department.)

Staff

470 Individualized Study and Internships

Staff

474 Summer Internships

Staff

IDS 206 Byzantine Civilization For course description see Interdepartmental Studies.

Mr. Trone

IDS 211 Perspectives on Death and Dying For course description see Interdepartmental Studies.

Mr. Moore

IDS 312 Ancient Egypt: Its Language, Literature, Art, and History A study of Ancient Egypt's culture as reflected in its language, literature, and art. Although the student's study of the Egyptian language itself will be confined to the script, vocabulary, and grammar of the Middle Kingdom (c. 2240-1570 B.C.E.), Egypt's literature and art from 2900-1100 B.C.E. will be presented in their historical context. Fulfills distribution requirement in non-Western culture and may be counted toward the requirements for a religion major. *Prerequisite:* Permission of the instructor.

Mr. Moore

Russian

The courses offered are designed to acquaint the student with the basics of the Russian language. No major or minor is currently offered in this area. Students may use Russian (through the 202 level) to fulfill the language distribution requirement. The administration of the Russian language program is overseen by the Committee on Interdepartmental Studies.

101,102 Introductory Russian Fundamentals of Russian which simultaneously emphasize oral comprehension, verbal communication, writing and reading of the modern, contemporary language. Text, workbooks and lesson tapes are based on the "communication competence approach" developed by the Pushkin Institute in Moscow. Extensive use of dialogue drills (e.g. introductions, shopping, travel etc.) which are oriented towards rapid development of spoken fluency in modern Russian. Special training is provided for students who wish to use PC or Mac

computers for dual language text (Russian/English) and special glossary/dictionary development.

Staff

201,202 Intermediate Russian Enrollment restricted to students who have completed Russian 101-102. Review of basic grammar as well as further development of oral, verbal, reading and writing skills. Class materials include examples of 19th and 20th Century Russian literature, newspapers and journals. Weekly laboratory sessions feature Russian films and video materials. Russian 202 will introduce student to simultaneous translation techniques.

Staff

Sociology and Anthropology

Professors Emmons and Hinrichs (*Chairperson*)
Associate Professors Gill, Heisler, and Loveland
Assistant Professors Lorenz, Potuchek, and
Rosenberg
Adjunct Associate Professor Flöge

Overview

Studies in the department are directed toward understanding social organization and action and the role of culture in shaping human behavior. Reflecting the diversity of perspectives in sociology and anthropology, the courses present a variety of approaches. Some perspectives start with individuals in interaction with each other and focus upon how they develop meaningful social relationships, groups, and institutions. Other approaches focus upon the molding of individuals by various institutions, groups, and cultures, or upon the functional or conflict relationships among various classes and subcultures. By emphasizing the scientific and comparative study of social institutions and cultures, the department seeks to have students develop an understanding of social realities, and to increase their competence in dealing critically and constructively with social problems and programs for social change.

The department's goals are to contribute to the liberal arts education at Gettysburg College, to provide a solid academic foundation in sociology and anthropology for students interested in graduate study, to assist students in meeting their academic and career needs, and to acquaint all students who take our courses with sociological and anthropological perspectives. The courses reflect the diversity of perspectives in sociology as a discipline and cover the core subject matter of the field.

Majors are prepared for graduate education in sociology, urban planning, law, communication, criminal justice, social work, criminology, anthropology, health care, theology, and library science, as well as for careers in teaching, business, and fields related to the graduate programs cited. The department has a chapter of Alpha Kappa Delta, the Sociological Honor Society. Also, the Gettysburg Anthropological Society is a club for those interested in anthropology. The department emphasizes a commitment to experiential education, field trips and internships. Several majors serve as student representatives to department faculty meetings in order to provide a means for students to voice their concerns.

Requirements and Recommendations

Sociology 101 is a prerequisite for all other sociology courses; and Anthropology 103 is considered a prerequisite for all other anthropology courses except Anthropology 102 and 104 and culture-area and ethnography courses (Anthropology 211 and Anthropology 220, for example).

Students majoring in the department will take a minimum of ten full-credit courses. Before declaring a major, a student must earn a grade of C- or better in Sociology 101, Introductory Sociology. Students in the sociology track must take Sociology 101, 302, 303, 304, 305, 400, and Anthropology 103 (may substitute an upper-level anthropology course which is not a culture-area course with permission). Additionally, students will take two electives from the following social process and inequality courses: 202, 203, 208, 209, 210, 212, 213, 217; and one elective from any other course offered in sociology or anthropology, including 460, but excluding 450's and 470's.

The department also offers an anthropology track. Students in this track will take a minimum of ten courses. Students must take Anthropology 103; one culture-area course selected from Anthropology 211, 220, a currently offered course, or Sociology 219; one topics course selected from Anthropology 215, 216, or 230; one additional elective in anthropology; and Anthropology 400 or 460. Students must also take Sociology 101, 302, 303, 304, and one elective from Anthropology 102, 104, Sociology 202, 203, 204, 206, 208, 209, 210, 212, or 217.

In order to ensure adequate preparation for Sociology 303, majors must have a background in math through Algebra II or its equivalent in high school or through the introductory mathematics course at the college-level before enrolling in Sociology 303.

In response to varying needs, interests, and expertise of individual students and staff members, the department provides means for students to pursue independent research and studies through Sociology 450 and 460, field work application or direct experience, and other opportunities to expand specialized interests. Sociology 460 is a requirement for departmental honors, and students who want to be considered for honors should enroll in this course.

Students who are not majors in the department may minor in either sociology or anthropology. Six courses are required for the minor in sociology. Students must take Sociology 101, 302, and 304. The remaining three courses may be elected from departmental offerings, with the exception of Sociology 450, 470; no more than two of these three electives may be in anthropology.

Six courses are required for the minor in anthropology. Students must take Anthropology 103. Three additional courses must be elected from the other anthropology offerings (one of these may be Anthropology 450, Individualized Study in Anthropology). One non-anthropology course must be selected from the list of courses that fulfill the non-Western culture distribution requirement. One sociology course must be selected from the following: 101, 202, 206, 208, 209, and 302.

Distribution Requirements

All full-credit departmental courses except Sociology 302 and 303 may be used to fulfill the distribution requirement in social science. Sociology 219 and all courses in anthropology except Anthropology 102 may be used to meet the non-Western culture distribution requirement.

Anthropology

102 Introduction to Human Evolution An introduction to evolutionary history of our species modern *Homo sapiens*. Topics to be covered include evolutionary theory; primatology; paleoanthropology, including human physical and cultural remains; human genetics; racial variation; and adaptation to varied environments. Does not fulfill the non-Western culture requirement.

Mr. Lorenz

103 Introduction to Social-Cultural Anthropology Comparative study of human social and cultural institutions, utilizing a series of ethnographies of non-Western cultures and data from contemporary American society. The concepts, methods, theories, and history of the discipline will be discussed.

Mr. Loveland, Mr. Lorenz

104 Archaeology of the Prehistoric World Survey of ancient sites discovered around the world, using archaeological methods and theories to examine problems and issues in prehistory. The course introduces students to the principles of archaeological research, while tracing our prehistoric heritage and the processes that led to the evolution of settled villages, agriculture, and eventually civilization. Lecture topics range from early African human ancestry to the European Stone Age, and from Mesopotamia and Egypt to Mexico and the United States.

Mr. Lorenz

211 American Indians Introduction to the traditional aspects of Native American cultures by examples drawn from the major culture areas of the Americas. The present-day situation of Native Americans will be discussed. No prerequisite.

Mr. Loveland

215 Psychological Anthropology Examination of the influence of culture in shaping the personality of the individuals in non-Western societies. The course will include the following topics: psychoanalytic theory, dreams, cross-cultural research, socialization, personality development, modal personality, mental illness, and the effects of social change upon personality. Ethnographic examples from a variety of cultures will be utilized. *Prerequisite:* Anthropology 103.

Mr. Loveland

216 Introduction to Medical Anthropology Study of systems of belief and knowledge utilized to explain illnesses in various cultures and attendant systems of curing. Topics discussed include hallucinogens, shamanism, curing, sorcery, witchcraft, herbal medicines, and the modern American medical system. Ethnographic examples are drawn from a variety of cultures. *Prerequisite:* Anthropology 103.

Mr. Loveland

220 World Cultures Study of the cultures of Asia, the Pacific, Africa, and Native, North, Central and South America. Class will discuss ethnographies and films about a variety of socio-economic types, including foraging, horticultural, agricultural, and pastoralist societies. No prerequisite.

Mr. Loveland

230 New World Archaeology Introduction to the prehistory of the New World, focusing on North America. This course will focus on the settlement patterns and cultural developments of New World peoples. Topics to be discussed include peopling of the New World, subsistence systems, material culture, economy and trade, socio-political organization, and

religious systems using archaeological data.

Prerequisite: Anthropology 103 or 104.

Mr. Lorenz

400 Anthropology Seminar Capstone experience in anthropology. This seminar is devoted to introducing anthropology students to the latest thinking in anthropology. Building on an historical foundation, this course will provide an overview of the field of socio-cultural anthropology and current anthropological thinking. In addition, some current ethnographies will be read, and students will do individualized projects in a seminar setting.

Staff

450, 470 Individualized Study Independent study in fields of special interest outside the scope of regular course offerings. The consent of the department is required.

Staff

460 Research Course Individual investigation of a research topic in anthropology in the student's special area of interest under the guidance of a faculty member. The topic must be approved by the department. The project culminates in written and oral presentations of a formal paper to the faculty. This is required for departmental honors and is open to juniors and seniors only. Students must submit a proposal to the department a minimum of one month before the end of the semester preceding the proposed study.

Staff

Sociology

101 Introductory Sociology Study of the basic structures and dynamics of human societies, focusing on the development of principles and concepts used in sociological analysis and research. Topics will include culture, socialization, social institutions, stratification, and social change.

Staff

202 Wealth, Power, and Prestige Examination of social ranking and rating systems. Topics include social classes, social mobility, economic and political power, and informal prestige and fame. *Prerequisite:* Sociology 101.

Mr. Emmons, Ms. Heisler

203 World Population Examination of the components of population composition-fertility, mortality, and migration to understand how they interact to produce particular population structures and population growth rates. The course emphasizes the study of relationships between social and demographic variables, and the consequences of different

population structures and population growth rates for societies as a whole and for various social groups.

Special attention is given to the relationship between population dynamics and public policy decisions.

Prerequisite: Sociology 101.

Ms. Floge

204 Sociology of Mass Media and Popular Culture

An analysis of broadcast and print media institutions. Perspectives include the "production of culture," cultural content analysis, socialization effects, and media coverage. A variety of popular culture genres, both mass and folk, will be covered, with special emphasis on music. *Prerequisite:* Sociology 101.

Mr. Emmons

206 Sociology of the Family An analysis of the family as a social institution. The course takes a comparative and socio-historical approach to the study of American families, and focuses on the ways that families interact with and are shaped by other social institutions, particularly the economy. Topics include intra-family relations, work-family links, and family policy. *Prerequisite:* Sociology 101.

Ms. Potuchek

207 Criminology Introduction to the sociological study of crime. The course begins with a discussion of criminal law and the extent of crime, and continues with a comprehensive examination of police, courts, and corrections. Theories of crime causation, criminal behavior systems, and victimology are also examined. *Prerequisite:* Sociology 101. Offered every other year.

Mr. Hinrichs

208 Community and Urban Life Study of communities from a sociological perspective, with a major emphasis on urban areas. Topics include historical development of cities, development of suburbs, urbanism as a way of life, city planning, metropolitan dynamics, and urban problems. *Prerequisite:* Sociology 101. Not offered regularly.

Mr. Hinrichs

209 Racial and Ethnic Relations Comprehensive study of ethnic and minority relations. Theoretical perspectives include immigration and assimilation, prejudice and discrimination, and the structure of the ethnic community. The study of African-American, European-immigrant, and Asian-American communities is emphasized. *Prerequisite:* Sociology 101.

Mr. Emmons

210 Social Change Application of theories of social change to contemporary trends and changing norms, values, and expectations. Emphasis is on a critical

examination of recent changes in the economy and political structure of U.S. society and on the assessment of the efforts by social movements to direct social change. Offered every other year.

Prerequisite: Sociology 101.

Ms. Gill

212 Sociology of Deviance Examination of the concept of deviance and exploration of the various sociological theories and perspectives for viewing deviant phenomena. Sociological, biological, and psychological theories of causation are examined. There will be an in-depth analysis of alcohol and drug use, variations in sexual behavior, pornography, violence, child abuse, homelessness, and skid row.

Prerequisite: Sociology 101.

Mr. Hinrichs

213 Political Sociology Analysis of the role of power and of political institutions in social systems. Marxian, elitist, pluralist, and systems theories of the bases, distribution, and uses of power will be examined, along with studies of power relationships in organizations, communities, nations, and international relations. Attempts to change power relationships by mobilizing new bases of power and legitimacy are examined. Not offered every year.

Prerequisite: Sociology 101.

Ms. Heisler

217 Gender Roles and Inequality Examination of the patterns of gender stratification in American social structures and the impact of sex roles on interpersonal interaction. The course centers on the various forms of sexual inequality in today's world, examining the positions of women and men in families, schools, occupations, and politics. Topics include socialization, historical and cross-cultural variation in sex roles, and possibilities for change.

Prerequisite: Sociology 101.

Ms. Gill

219 Chinese Society Sociological and anthropological analysis of China and Hong Kong. Major socio-cultural themes in both traditional and modern systems are examined, with special emphasis on religion, magic, ancestor worship, politics, social class, cities, and medicine. *Prerequisite:* Sociology 101 or Anthropology 103. Fulfills the non-Western culture requirement.

Mr. Emmons

271 Gay and Lesbian Studies I Introductory examination of important issues underlying gay and lesbian studies. In seminar format, discussion will

focus on homosexuality cross-culturally; the history of the gay rights movement in American society and the historical events that have shaped gay, lesbian and bisexual identity; theories of sexuality; religion and homosexuality; homophobia; the structure of the gay and lesbian community, including issues related to race and ethnicity; the "coming out" process; and violence against gays and lesbians. No prerequisites. One-half credit course. Alternates every other year with Gay and Lesbian Studies II.

Mr. Hinrichs

272 Gay and Lesbian Studies II Further examination of contemporary gay, lesbian and bisexual life styles and the supporting social movement. In seminar format, discussion will focus on society's response to the emergence of a more visible gay and lesbian community, the impact of AIDS on gays and lesbians, constitutional and legal issues, gays and the military, gays as parents, current radical movements such as Queer Nation and ACT UP, and the interaction of feminist theories and gay/lesbian/bisexual issues. No prerequisites. One-half credit course. Alternates every other year with Gay and Lesbian Studies I.

Mr. Hinrichs

302 Sociological Research Methodology

Introduction to designing and assessing social science research. The goal of this course is to develop the student's ability to critically review and evaluate social research findings and to prepare the student to plan and carry out research. While greatest emphasis is devoted to survey research, several qualitative and quantitative designs are examined, including the experiment, participant observation, and evaluation research. Issues of sampling, measurement, causality, and validity are considered for each technique. Includes laboratory. *Prerequisite:* Sociology 101. Does not fulfill distribution requirement in social science.

Ms. Gill, Ms. Rosenberg

303 Data Analysis and Statistics Treatment of the analysis and reporting of quantitative data. The logic of data analysis, statistical techniques, and use of the computer will form the basis of the course. Includes laboratory. *Prerequisite:* Sociology 302. Does not fulfill distribution requirement in social science.

Ms. Gill, Ms. Rosenberg

304 The Development of Sociological Theory

Critical survey of the origins and development of modern theories of society in the late nineteenth and early twentieth century. The primary focus is on

theories and theorists who have made significant and lasting contributions to our systematic understanding of the social world: Karl Marx, Emile Durkheim, Max Weber, and George H. Mead.

Prerequisite: Sociology 101. One or two 200 level courses are also recommended prerequisites.

Ms. Heisler

305 Contemporary Sociological Theory Analysis of post-World War II theoretical developments, including functionalism, structural theory (Marxist and non-Marxist varieties), world systems theory, exchange theory, network theory, phenomenology, ethnomethodology, and feminist theories.

Prerequisite: Sociology 304.

Ms. Heisler

400 Seminar Intensive culminating experience for sociology-track majors. Under the direction of a member of the department faculty, students will work to integrate their major and their understanding of the sociological perspective.

Staff

450, 470 Individualized Study Independent study in fields of special interest, including internships, outside the scope of regular course offerings. The consent of the department is required.

Staff

460 Research Course Individual investigation of a research topic in sociology in the student's special area of interest under the guidance of a faculty member. The topic must be approved by the department. The project culminates in written and oral presentations of a formal paper to the faculty. This is required for departmental honors and is open to juniors and seniors only. Students must submit a proposal to the department a minimum of one month before the end of the semester preceding the proposed study.

Staff

Spanish

Professor Thompson

Associate Professors Burgess (*Chairperson*) and Olinger
Assistant Professors Luengo, Nanfity, Vinuela, Yager,
and Zielina

Instructors Recio and Román

Adjunct Assistant Professor Wirth

Adjunct Instructors Elorriaga, Hubbard, and Moore

Teaching Assistant Ortega

Overview

The ability to speak and understand a language other than one's own, and to have insight into the artistic and cultural heritage of other peoples of the world, is considered an integral part of a liberal arts education. The department, through a strong core of basic courses, gives students facility in the use of spoken and written Spanish and some knowledge of its literature and cultural history. The oral-aural method of modern language teaching is stressed in the classroom. Laboratory facilities in the Library Learning Center and other audio-visual equipment complement classroom instruction. Regular laboratory work will be required of some students and advised for others.

Advanced-level courses in literature and civilization are designed to give students an understanding and appreciation of the literature and cultures of the Hispanic peoples. Students are encouraged to study in a Spanish-speaking country, and opportunities are offered through study abroad programs with approved colleges and through cooperative agreements with the Center for Cross-Cultural Study, Seville, Spain, and the Foreign Student Study Center at the University of Guadalajara in Guadalajara, Mexico.

Courses in the department provide sound preparation for graduate study, teaching, or careers in government, business, or social work. The department works cooperatively with the education department in the preparation of Spanish teachers. Since the largest minority group in the United States is Spanish speaking, the department feels that a knowledge of Spanish and an understanding of the Hispanic cultures is of increasing importance.

Requirements and Recommendations

Requirements for a major in Spanish include ten courses above the 300 level. Course requirements are Spanish 301 and 302 (except for students who demonstrate an exceptional command of the Spanish language and petition the department to be exempted from this requirement), Spanish 304, three other 300 level literature courses, Spanish 400, and one civilization course. Other courses for the major are elective. Spanish majors must spend one semester studying abroad in a program approved by the department. (Students with extensive previous experience living or studying abroad may petition the department to be exempted from this requirement.)

Requirements for a minor in Spanish include six courses above the 202 level, and must include

Spanish 301-302 (except for students who demonstrate an exceptional command of the Spanish language and petition the department to be exempted from this requirement), and no more than one course from 205 and 245. Students may include Spanish 202 for the minor if they have begun language study at the elementary or intermediate-level at Gettysburg College.

Distribution Requirements

Prior to their first registration at the College, all students receive pre-registration materials which give detailed instructions on language placement and fulfillment of the distribution requirement in foreign languages. The following courses may be counted toward the distribution requirement in literature: Spanish 205, 304, 308, 313, 314, 315, 319, 320, 324, 325, 326, 400. Spanish 310 and 311 fulfill the distribution requirement in history/philosophy.

The distribution requirement in foreign languages may be fulfilled by successful completion of Spanish 202, 205, 245, or a course at the 300 level or above. Achievement equivalent to 202 may be demonstrated by an advanced placement examination or a departmental placement examination given during orientation before the initial week of fall semester.

Intermediate Program in Seville

Students may complete the last two semesters of the distribution requirement in foreign languages by studying for a semester in Seville, Spain. The intermediate program includes a two-credit course in Spanish language and a two-credit course that integrates the study of Spanish literature and civilization. This course satisfies the distribution requirement in literature. A professor from the department leads students on an initial orientation tour of Spain and teaches the literature/civilization class. Students may live with Spanish families or in Spanish student *residencias*. See listings for Spanish 251-252 and 253-254.

Study Abroad

Advanced students may study at the Center for Cross-Cultural Study in Seville, Spain, or at the Foreign Student Study Center at the University of Guadalajara in Guadalajara, Mexico, both of which offer a wide variety of courses in Spanish, including literature, history, sociology, political science, management, and more. See *Study Abroad, Center for Cross-Cultural Study, Seville, Spain, page 46, and Study Abroad, Foreign Student Study Center, University of Guadalajara, Guadalajara, Mexico, page 46.*

Language and Service Practicum in the Hispanic Community Students have the opportunity for a cross-cultural learning experience while serving the local Hispanic community. Student projects may include tutoring, translating, and helping families adjust to Anglo culture. *Prerequisite:* Spanish 301. Grading option: S/U. Receives half course credit. Can be repeated once for credit.

101-102 Elementary Spanish Elements of understanding, speaking, reading, and writing Spanish. Use of language laboratory is required. Enrollment limited to those who have never previously studied Spanish. Students cannot receive credit for both 101 and 103; 102 and 104.

Staff

103-104 Fundamental Spanish Fundamentals of understanding, speaking, reading, and writing Spanish. Use of language laboratory is required. Enrollment is limited to those who have previously studied Spanish and who are enrolled according to achievement on the Departmental Qualifying Examination. Students cannot receive credit for both 101 and 103; 102 and 104.

Staff

201-202 Intermediate Spanish Practice in oral and written expression, grammar review, readings, and discussions of Spanish writing as contact with Hispanic culture. *Prerequisite:* Spanish 102 or 104 or consent of the department.

Staff

205 Readings in Spanish and Spanish American Literature Conducted in Spanish with the dual objective of comprehension of material and reading of Spanish and Latin American literature of cultural and literary merit. *Prerequisite:* Spanish 202 or consent of the department. Students whose native language is Spanish may not elect this course.

Staff

245 Spanish Conversation Conversation course beyond the intermediate level with emphasis on everyday, applied usage of the language for nonliterary purposes. *Prerequisite:* Spanish 202 or consent of the department. Enrollment limited to twelve students. This course counts toward the minor but does not count toward the major. To be offered annually. Students whose native language is Spanish may not elect this course.

Staff

251-252 Courses in Spanish Language for Intermediate-Level Students in Seville, Spain

Practice in oral and written expression, grammar review, readings, and discussions of Spanish culture, with a particular emphasis on present-day language usage and contemporary Spanish society. Offered annually in the fall. For intermediate students studying at the Center for Cross-Cultural Studies in Seville, Spain. *Prerequisite:* Spanish 104 or equivalent; concurrent enrollment in Spanish 253-254. Fulfills language requirement. One credit each.

Staff

253-254 Courses in Spanish Civilization and Literature for Intermediate-Level Students in Seville, Spain

An integrated approach to the study of Spanish literature and civilization. The courses provide an overview of the evolution of Spanish culture from prehistoric times to the present, based primarily on the cultural characteristics of Andalusia. The courses examine the origins of the most representative values of Spanish culture in art, literature, and contemporary life. Students will visit museums and historical sites in Andalusia, and will attend artistic events. Offered annually in the fall. For intermediate students studying at the Center for Cross-Cultural Study in Seville, Spain. *Prerequisite:* Spanish 104 or equivalent; concurrent enrollment in Spanish 251-252. Fulfills literature requirement. One credit each.

301, 302 Spanish Composition and Conversation

Exercises in directed and free composition; group discussion and presentation of individual oral work; review of grammar and syntax at an advanced level. *Prerequisite:* Spanish 202 or consent of the department.

Staff

303 Spanish Phonology Introduction to Spanish phonetic and phonemic theory and analysis, applied to improve pronunciation skills. Study of variation in pronunciation in Spain and Latin America.

Prerequisite: Spanish 302 or approval of the department. Offered 1993-94. Three lecture hours and one laboratory.

Staff

304 Introduction to Literary Analysis Introduction to basic critical approaches to the reading of prose fiction, poetry, and drama. Through the careful study of works in each genre, students will acquire a knowledge of analytical skills and critical terminology in Spanish. Offered annually.

Prerequisite: Two Spanish courses beyond Spanish 202 or consent of the department.

Staff

308 Literature of the Golden Age Masterpieces of different genres of the late-sixteenth through the seventeenth centuries. Emphasis will be placed on major writers of theater, short prose fiction, essay, and poetry. *Prerequisite:* Spanish 304 or consent of the department. Offered 1994-95.

Staff

309 Current Events in the Hispanic World An advanced composition and conversation course based on current events in the Hispanic world. Students will read articles from a variety of Hispanic periodicals and will view Spanish language news programs in preparation for class discussion. This course can either substitute for Spanish 302 in the requirements for the major and minor in Spanish, or it can be taken in addition to Spanish 302. The aim of the course is both to strengthen students' conversation and composition skills and to keep students abreast of current affairs in the Spanish-speaking world.

Staff

310 Spanish Civilization Study of the history and culture of Spain from the earliest times to the present. Fulfills the distribution requirement in history/philosophy. *Prerequisite:* Spanish 202 or consent of the department. Offered annually.

Staff

311 Latin American Civilization Study of the history and culture of Latin America from pre-Columbian times to the present. This course fulfills distribution requirement in history/philosophy. *Prerequisite:* Spanish 202 or consent of the department. Offered annually.

Staff

313 Hispanic Theater A study of the drama of both Spain and Spanish America through the ages. The focus of the course will vary from semester to semester, based on such aspects as literary period, common theme, historical development, and dramatic theory. *Prerequisite:* Spanish 304 or consent of the department. Offered 1993-94.

Staff

314 Cervantes A study of the masterpiece, *Don Quijote de la Mancha*, as well as some *Novelas ejemplares* and *entremeses* or one-act plays. *Prerequisite:* Spanish 304 or consent of the department. Offered 1993-94.

Staff

315 An Introduction to Hispanic Cinema A study of Hispanic cinema from its inception in 1896 through the present, with major emphasis on films made since the advent of revisionary cinema around 1960. The course will focus on the development and renovation of cinematography, will explore the relationship between cinema and other forms of artistic expression, and will examine the development of Hispanic cinema in the context of the historical circumstances of the Hispanic countries which have been most active in making films. Offered 1993-94.

Staff

319 Nineteenth-Century Literature in Spain and Latin America Studies in the essay, the novel, the short story, the drama, and poetry according to the essential literary movements (romanticism, costumbrismo, realism, naturalism, modernism) of the nineteenth century in Spain and Latin America. *Prerequisite:* Spanish 304 or consent of the department. Offered 1994-95.

Staff

320 Lyric Poetry A study of Spanish lyric poetry through the ages. The course will concentrate on the interrelationship of form, content, and idea, noting major influences upon the poetry of each period. Appreciation is considered a major goal of this course and much poetry will be read orally and discussed. Alternate years. *Prerequisite:* Spanish 304 or consent of the department. Offered 1994-95.

Staff

324 Latin American Contemporary Prose Emphasizes the novel of the "boom" in Latin America. Major writers such as Gabriel Garcia-Marquez, Carlos Fuentes, Julio Cortazar, Elena Poniatowska, Juan Rulfo, and Jorge Luis Borges will be read. *Prerequisite:* Spanish 304 or consent of the department. Offered 1993-94

Staff

325 Generation of '98 and Pre-Civil War Literature Studies in the essay, poetry, prose fiction, and drama of the major writers of the late-nineteenth and early-twentieth centuries in Spain. *Prerequisite:* Spanish 304 or consent of the department. Offered 1993-94.

Staff

326 Post-Civil War Literature of Spain A study of the major literary trends and works in Spain, beginning with the resurgence of Spanish literature in the 1940's and continuing to the present day.

Prerequisite: Spanish 304 or consent of the department. Offered 1994-95.

Staff

351 Introduction to Spanish Linguistics Introduction to linguistic theories, methods, and problems as applied to Spanish. Some attention will be given to typical areas of investigation, such as Spanish dialectology, sociolinguistics, and bilingualism. *Prerequisite:* Spanish 302 or approval of the department. Offered 1994-95.

Staff

400 Senior Seminar Directed and specialized studies in Spanish and Latin American literatures from the medieval period to the present. This course is to be taken by seniors during the final semester in order to complete their undergraduate work in Hispanic literatures. *Prerequisite:* Limited to seniors except with permission of the department. Offered in the spring of every year.

Staff

Portuguese

101-102 Elementary Portuguese Elements of understanding, speaking, reading, and writing Portuguese. Course includes oral and written work, graded elementary reading, and use of audio-visual cultural materials and correlative drill in the language laboratory.

Staff

201-202 Intermediate Portuguese Practice in oral and written expression, grammar review, readings, and discussions of Portuguese writing as contact with the culture of countries where Portuguese is spoken. *Prerequisite:* Portuguese 102 or its equivalent.

Staff

Theatre Arts – See English

Women's Studies

Women's Studies Program Advisory Council
Professors Armster, Berg, Cahoon, Cain, Clay, Gill, Ginge, Hardwick, Hofman, Isaac, Johnson, Light, Potuchek (*Coordinator*), Powers, Small, and Richardson Viti,
Associate Provost Flöge, Ms. Beck, Ms. Moyer, Ms. Radford-Wedemeyer, Ms. Ruark, Ms. Sprague, Ms. Thomas, Ms. Vogel

Overview

The objective of women's studies is to encourage students to analyze the roles, perspectives, and

contributions of women. Through the examination of women's past history, present condition, and future possibilities, students come to understand gender as a cultural experience. In women's studies courses, students learn a number of methods for examining, as well as strategies for modifying, the conditions that affect all of our lives.

Women's studies emphasizes cross-cultural perspectives and analysis. Through an array of interdisciplinary courses and of courses that focus on gender within particular disciplines, women's studies seeks to integrate women and feminist scholarship into all levels of the curriculum.

Requirements and Recommendations

Six courses are required for the minor in women's studies. Students must take Women's Studies 120 and Women's Studies 400. Two additional courses must be from the list of core courses. The remaining two courses may be drawn from any of the following: (1) core courses, (2) affiliated courses, and (3) approved courses of individualized study in women's studies. Prospective minors in women's studies are encouraged to discuss their plans with a women's studies faculty member as soon as possible in their academic careers. Students minoring in women's studies are strongly advised to take Women's Studies 120 in the first or second year of study and Women's Studies 400 in the senior year.

Core Courses:

120 Introduction to Women's Studies A study of the perspectives, methodologies, and findings of the new scholarship in various disciplines on women. We will look at how women have influenced and been affected by such issues as family, language, creativity, and labor. The course is taught by an interdisciplinary team of instructors.

Staff

216 Images of Women in Literature An examination of the various ways women have been imagined in literature. We will look at how and why images of women and men and of their relationships to one another change, and at how these images affect us. Emphasis will be placed on developing the critical power to imagine ourselves differently. Fulfills literature requirement.

Ms. Berg

217 Famous French Femmes Fatales Today women are attempting to demystify the feminine condition, for, as the late Simone de Beauvoir observed, the

"mythe de la femme" is a male invention. Literary images of women have, understandably, been a major focus of this investigation. Thus, this course will examine some famous French women, from the Princess of Cleves to Emma Bovary, and scrutinize them from the perspective of feminist criticism. Fulfills literature requirement.

Ms. Richardson Viti

219 Contemporary Women Writers: Cross-Cultural Perspectives

An examination of the novels and short stories of authors from diverse socio-cultural backgrounds, with emphasis on the Third World. Particular attention will be given to the ways in which these writers represent the female experience. The class will examine works written from 1965 to the present. Fulfills literature requirement.

Ms. Powers

300 Feminist Theories An exploration of various feminist theories about women — about their experiences, their representations, and their relative positions in diverse societies. Contemporary and earlier works will be discussed in order to evaluate and synthesize the multiple approaches to feminist theories. Women's Studies 120.

Staff

320 Practicum in Feminist Theory and Collective Action

An examination of the relationship between feminist theory and community action. The course combines weekly seminar meetings with student internships in organizations that use collective action to pursue change in societal conditions for women. Readings from feminist theory of organizations, collective action, and social policy are used as a basis for discussion and analysis of students' internship experiences. *Prerequisites:* Women's Studies 120 and one other core women's studies course (or permission of the instructor).

Staff

350 Women, Family and Public Policy

An examination of the effects of public policy both on women's family roles and on the interaction of those roles with other aspects of women's lives. The course focuses primarily on industrialized nations and examines such policies as birth control and abortion, maternity benefits, family allowances, childcare, housing policies, and social assistance. *Prerequisite:* Women's Studies 120.

Ms. Potuckek

351 Women and Nazism An examination of the effects of Nazism on women, primarily (but not

exclusively) in Germany beginning in the 1920s and extending to post-war times. The course focuses on women's perspectives as exhibited in historical and literary documentation.

Ms. Armster

400 Issues in Feminist Theory and Methods The capstone course in women's studies. This course focuses on the variety of theories and methods in women's studies scholarship by examining a particular issue from a number of different feminist perspectives. Topic for 1992-93: VIOLENCE AGAINST WOMEN. Prerequisites: Women's Studies 120 and two other women's studies courses.

Staff

(See appropriate departmental listings for descriptions of the following courses.)

Art 400 Seminar in Art History

Economics 302 Gender Issues in Economics

English 349 Major Contemporary Black Women Writers

English 404 Feminine/Feminist Aesthetics

History 209 Women's History Since 1500

History 306 Women and Work

History 307 Gender, Politics, and Sexuality

IDS 215 Contemporary French Women Writers

Political Science 209 Feminist Theory in American Politics

Sociology 217 Gender Roles and Inequality

Affiliated Courses:

Art 227 Arts of the First Nations of North America

Classics 121 Survey of Greek Civilization

Classics 264 Ancient Tragedy

Classics 266 Ancient Comedy

English 333 Victorian Aesthetics

English 343 American Realism and Naturalism

History 204 History of England Since 1603

History 310 History of Early Modern France

History 315 Europe and the Age of Revolution

Music 108 Women and Music

Political Science 303 New Social Movements

Political Science 406 Politics of Poverty

Political Science 407 American Black/Feminist Political Thought

Religion 113 Women in the Ancient World

Religion 124 Elizabeth to Irene: Women in Christianity I

Religion 125 Theodora to Margery: Women in Christianity II

Religion 156 Women in Buddhism

Sociology 206 Sociology of the Family

Spanish 320 Lyric Poetry



GETTYSBURG

College
Life

College Life

The College recognizes that students develop intellectually, emotionally, physically, socially, and spiritually. The Office of the Dean of the College, an administrative division within the College, has as its central purpose the provision of an environment, programs, and services which enhance the students' liberal education. Under the direction of the dean, the Office of the Dean of the College, College Union, Residence Life, Intercultural Resource Center, Dean of First year Students, Academic Advising, The Women's Center, Greek Organizations, Counseling Services, Career Services, Health Services, the Center for Public Service and the Chapel Programs compose the division.

Office of The Dean of the College

The Office of the Dean of the College strives to help students see that the events in their lives out of the classroom directly influence their in-class experiences and achievements. This is accomplished by providing a variety of programs and services. The college life staff assists students in the following:

Information. Students require information about many opportunities available to them. The Office of the Dean of the College answers student questions about the College, or, when appropriate, will refer students to the proper source for information.

Advisement. Members of the staff work with various student organizations, providing them with guidance and training in leadership skills.

Living Accommodations. The many opportunities for on-campus living are administered through the Office of the Dean of the College. An undergraduate residence life staff is directly supervised by two professional, live-in Assistant Directors of Residence Life. The overall area of Residence Life reports to the Associate Dean of the College.

Change. Any healthy educational institution must continually undergo change. Students often provide the invaluable input which leads to change in policies, programs, and services. By working cooperatively with administrators, students have successfully initiated changes in residential options, dining options, informal educational programs, facilities, and numerous rules and regulations.

Publications. On an annual basis, the Dean of the College staff works with students in publishing the

Student Handbook. The College Union Staff advises the publication of the yearbook, the *Spectrum*.

Research. In order to improve its services and programs, the Office of the Dean of the College often collects data on student needs, attitudes, and evaluations. Recently, research has been conducted on living accommodations, residence hall visitation options, dining plan options, room reservation procedures, and alcohol use.

Discipline. The Dean of the College is responsible for the non-academic discipline of students. Staff members work with the faculty and student members of the Student Conduct Review Board to uphold the regulations of the College and to protect the rights of the individual.

Residential Life

Residential life at Gettysburg College has a major influence on the total development of the student. The residential environment (persons, policies, and facilities) promotes the formation of a community and encourages a style of life that is conducive to the development of respect for the individual and the society in which one lives. During a student's experience at Gettysburg College, decisions are made concerning personal values, occupational choices, one's identity, personal responsibility, and a philosophy of life. The residential program attempts to provide opportunities for examining these areas of concern.

Recognizing the influence of the environment on development, Gettysburg College requires all students (unless married or residing with their families) to live on campus. Exemptions from this requirement are granted only by the associate dean of the college.

Assistant directors of residence life are professional, live-in staff members who directly select and supervise the student staff of resident coordinators and resident advisers. The student staff participates in an ongoing training program which enables them to help other students adjust to the college environment. The residence hall staff provides a variety of educational and social programs that enhance the educational and social development of all residence hall students. Hall governments exist to provide residents with the opportunity to work with members of the faculty and administration in setting regulations which apply to all College residences and establish an environment which supports student needs.

Gettysburg College offers a variety of options in living environments. The students may choose to live in one of eleven residence halls varying in occupancy from 35 students to 219 students. There are coeducational and single sex hall options. Each of the residence halls has a different visitation policy. The visitation policies are as follows:

Option A—Open Visitation from 10 AM - 12 midnight, Sunday through Thursday.
10 AM - 2 AM, Friday and Saturday

Option B—Open Visitation from 10 AM -12 midnight, Sunday through Thursday.
24 hours, Friday and Saturday

Option C—Open Visitation, 24 hours, Sunday through Saturday.

Another living opportunity exists in the area of Special Interest Housing. This option is for students who wish to live together in a group of 5 to 20 residents and work on a project of mutual interest throughout the academic year.

Also included as an optional living environment is the opportunity for sophomore, junior, and senior men to live in a fraternity house on or near the campus.

Most of the student rooms are double occupancy; however, a few single rooms are available and some rooms are large enough for three or four people. Each student is provided with a single bed and mattress, a dresser, and a desk and chair. Students provide their own pillows, bedding, spreads, study lamps, and window curtains. Card-operated washers and dryers are available on the campus for student use. Each student room in residence halls is equipped with a telephone and cable TV service. The use of refrigeration units is permitted in student rooms; those units may have a capacity of not more than three cubic feet. Rental units are available from an independent firm. Cooking units are not permitted in individual student rooms.

Greek Organizations

Greek organizations have a long and rich tradition at Gettysburg College. The first national organization was formed for men on campus in 1852. National sororities were first formed on campus in 1937. Currently, there are eleven social fraternities and five social sororities.

The fraternities, which have individual houses either on or near the campus, offer an alternative living

option to their members. The sororities do not have houses but each has a chapter room in a central location which serves as a meeting and socializing place for the group.

In addition to providing a social outlet for their members, Gettysburg's fraternities and sororities serve the campus and community with beautification campaigns, blood drives, Christmas parties for local children, and other philanthropic activities.

The goals of the Greek system are to instill in its individual members the qualities of good citizenship, scholarship, service, and respect for oneself and others. Any student interested in joining a Greek organization is required to have a 2.0 GPA.

Dining Accommodations

The Gettysburg College Dining Hall, the Camalier Center, offers a variety of dining options for every student. Students can select from four plans: 20 meals per week, any 14 meals per week, any 10 meals per week, or any 7 meals per week. All first year students are required to enroll in the 20-meal plan for their first year at Gettysburg. All on-campus residents of non-apartment-style residence halls are required to enroll in at least the minimum dining plan each semester (any 7 meals per week). Cooking is not allowed in the residence hall rooms, so students are urged to select a plan which enables them to eat the majority of their meals in the dining hall. Dining hall hours of service are as follows: Breakfast, 7:15 AM-10:15 AM; Continental Breakfast, 10:15 AM-11:00 AM; Lunch, 11:15 AM-2:00 PM; Dinner, 4:30 PM-7:15 PM. The Bullet Hole (College snack bar) offers a cash equivalency program daily from 2:00 PM to 9:00 PM for students who prefer that alternative. (Hours subject to change.) Initiated members of fraternities living in non-apartment-style College residence halls must enroll in at least the minimum dining plan. Off-campus students can also purchase a meal plan to accommodate their schedule.

Student Conduct

Every community has certain regulations and traditions which each member is expected to abide by and uphold. Perhaps a college campus community, even more than others, depends upon members who are mature and have a sense of responsibility. Only in such a community of responsible citizens can there be an atmosphere established which will contribute to the liberal arts education.

Consequently, the student who fails to support the objectives of Gettysburg College forfeits his or her right to continue to attend the College. The College reserves the right to dismiss any student whose conduct is detrimental to its welfare or whose attitude is antagonistic to the spirit of its ideals. Such an individual forfeits all the fees which he or she has paid. Living groups or organizations formally approved by the College are subject to the same regulations as individual students.

Believing that it is sensible and proper for all students to be fully aware of their obligations and opportunities as Gettysburg College students, the College publishes a statement entitled "The Rights and Responsibilities of Students." This document is the result of discussions and conclusions reached by the student-faculty-administrative committee. It deals with such questions as the academic, citizenship, and governance rights and responsibilities of students. It is published annually in the *Student Handbook*.

The *Student Conduct Review Board* and the Office of the Dean of the College handle student violations of College policies, including individual or group violations of College rules. In working to preserve the ideals and objectives of Gettysburg College, the judicial system does not necessarily stress the administration of punishment, but rather the promotion of education. Gettysburg College, as a liberal arts institution, provides a learning experience both in and out of the classroom. By aiding and protecting this educational environment, the judicial system helps students realize their potential as mature responsible citizens.

The Student Conduct Review Board consists of students and faculty members, and is advised by administrative members of the Office of the Dean of the College.

Before a student decides to apply for entrance into Gettysburg College, he or she should be aware of the rules governing student conduct. A complete copy of the rules and regulations may be obtained by writing to the associate dean of the college.

Academic Services and Information

The Office of Academic Advising, located on the second floor of the College Union, offers support in many areas of academic life. Working in conjunction with the individual student's advisor, the associate deans assist students in making educational plans and solving academic problems. In addition, the first year student faculty advising program is coordinated by

this office. Deans' Lists, academic deficiencies, withdrawals and readmissions, and petitions to the Academic Standing Committee are processed by this office. Peer tutoring and learning disabilities counseling is also available here.

The Provost of the College, whose office is in Pennsylvania Hall, handles matters pertaining to faculty and academic programs. An associate provost supplies information concerning affirmative action. The registrar and off-campus study office maintain information about study abroad opportunities.

Dean of First Year Students

Gettysburg College has a number of programs to assist its students to have a successful first year in college. Among these are the Summer Seminars held prior to the formal orientation program, the Orientation program before the beginning of the first year, the First Year Colloquy in Liberal Learning, the Wellness course taken by all first year students, the resident advisors in the first year residence halls, and the residence fellows program in selected first year residence halls. The Dean of First Year Students coordinates these various programs and offers general academic advice and other assistance to first year students. His office is on the second floor of the College Union.

Intercultural Advancement

The aim of the Office of Intercultural Advancement (located in the Intercultural Resource Center) is to promote cultural diversity and crosscultural understanding on campus. The department's goal is to stress academic excellence among African American students, African students, and other groups, and to provide culturally-diverse programs and workshops. The Intercultural Resource Center contains materials for genealogical research for all ethnic groups from the southern U.S., with an emphasis on African American families.

The Dean of Intercultural Advancement coordinates all programming, functions, and administrative duties within the department, while the Assistant Dean provides academic advising to students and serves on the Academic Standing Committee.

The Center provides math tutoring to African American, African, and IRC-affiliated students. Besides achieving academic excellence, students are encouraged to participate and take leadership roles in campus activities and clubs.

The Office also encourages students to establish links with the Gettysburg community. The Center established MYEI (Minority Youth Education Institute), which enables Black and Latino school children in grades 7-12 to interact with College students and to learn about their heritage.

All members of the campus community are encouraged to participate in culturally-diverse activities sponsored or co-sponsored by the office with other academic departments and the Black Student Union.

The Office of Intercultural Advancement also assists the Office of Admissions with recruitment of students of color.

In addition, the Office of Intercultural Advancement offers workshops on race relations, cross cultural communications and racism.

College Union

The College Union is the center of student activities and an informal laboratory for experimental learning. Through a myriad of services and activities, the Office of Student Activities Council located in the College Union offers many opportunities for students to become involved in planning and participating in campus activities. Assistance with the development of interpersonal and leadership skills, as well as working with faculty members, administrators, and students to initiate a well-balanced program of cultural, educational, recreational, and social activities are the priority of the Student Activities staff. Among the many services provided by the professional and student staff are information about the campus and community activities, ticket sales, travel information, lost and found, and newspaper subscription services.

Hours of Operation

College Union

Monday through Friday	8 AM to midnight
Saturday	9 AM to midnight
Sunday.....	noon to midnight

Games Area

Monday through Friday	11 AM to 11 PM
Saturday, Sunday	noon to 11 PM

Located in the College Union are meeting rooms; campus scheduling; recreational facilities, including a pool; the College Store; showcases; a 1,000-seat ballroom; and the Bullet Hole (snackbar). The Plank Student Activities Center is an informal gathering

place for students to meet with their student organizations, relax, study, and listen to music. Pinball machines, a large screen TV, billiards, and electronic games are located here.

A campus nightclub, The Dive, is located in the College Union. It features a state-of-the-art sound system, food service, wide screen television, a video system, and a dance floor. The layout of the club allows for flexible floor space to accommodate a variety of special activities.

Student Activities and Organizations

The Plank Student Activities Center serves as the primary resource and advisory center for student activities programs and student organizations. It is establishing itself as the resource center for all student organizations, where many of these organizations have offices (i.e., Student Senate, Student Activities Council, Black Student Union, Panhellenic and Interfraternity Council, Hillel, Honor Commission, *Gettysburgian*, *Spectrum*, and WZBT Radio). The games area, student lounges, and meeting spaces are also available.

Student Activities Council

The student Activities Council (SAC), a student-run programming board, provides the leadership for organizing meaningful and enjoyable cultural, educational, recreational, and social activities which complement the curriculum at Gettysburg College. The SAC also has a primary role in the programming for special weekends such as Welcome Week, Homecoming, and Fall Family Weekend. All such events are supported by student-controlled funds. The SAC is composed of the following committees: entertainment, concert, festivals, special events, multicultural, Dive Cafe, Dive Movies, and Greek. Representatives from other student organizations provide suggestions and help implement a diverse programming schedule. Membership is open to all interested students.

Leadership Development Program

The leadership development program provides student leaders with two retreats each year, held at the beginning of fall and spring semesters, as well as monthly workshops. Topics have ranged from time and stress management to empowerment and vision setting. Each year, the leadership development program establishes a theme. Students have the chance, in retreats and workshops, to share ideas with each other and to experientially practice the topics discussed. Resources are available in the College Union and student activities offices for student leaders

to utilize. The overall goal of the leadership development program is to provide a common basis for student leaders to discuss common issues and to help prepare them to develop a more active role on campus and in the community.

Student Government

Students participate in College governance by serving on various College, class, and faculty committees; as well as in the Student Senate, residence hall associations, and Greek organizations.

Student Senate

The Gettysburg College Student Senate works in cooperation with the trustees, administration, and faculty to bring to the campus community a well-organized, democratic form of student government. It represents the student view in formulating policies while working to promote cooperation among all constituencies of the College.

The Student Senate is composed of four executive officers, twenty class senators, and many dedicated committee members. Under the recently passed *Constitution*, the four standing committees of the Senate are Academic Policy, Budget Management, Public Relations, and Student Concerns. Students can also serve on various faculty and trustee committees.

The Senate ensures student representation as Gettysburg College strives to maintain its heritage of excellence as one of the finest liberal arts institutions in the United States.

Student Life Council

The Student Life Council is an organization composed of members of the student body, faculty, and College administration. This Council has responsibility for studying matters and developing policies pertaining to student life and student conduct. Business may be brought to the Council or legislation proposed by any member of the College community. Major issues are debated in Student Senate and in faculty meetings before resolution by the Council. The Council makes recommendations to the President, who accepts, rejects, or refers them to the Board of Trustees prior to implementation.

Inter-Residence Hall Association

Since life outside the classroom is a vital part of a student's education, the Inter-Residence Association has been established to address related issues and

concerns of Gettysburg College students. The Inter-Residence Association encourages leadership development, greater student involvement, recognition of student leaders, and growth through change in order to optimize the college environment. We also recognize the importance of a good working relationship between students and administrators, emphasizing the need for communication, understanding, and achievement of mutual goals.

The Honor Commission

The Honor Commission is a student organization which is authorized by the constitution of the Honor Code. The Commission is composed of ten students, aided by four case investigators, six faculty advisers, and an adviser from the College administration. Its function is to promote and enforce the Honor Code at Gettysburg College, to secure the cooperation of students and faculty to these ends, and to adjudicate allegations of Honor Code violations.

Interfraternity Council

An important part of the responsibility for governing fraternities at Gettysburg College is assumed by the Interfraternity Council (IFC), an organization composed of an executive board, the President, and a representative from each social fraternity. This Council formulates and administers general regulatory policies by which fraternities must abide. It serves as the representative of the social fraternal groups to the student body, the College, and the community of Gettysburg. During the school year the IFC sponsors a variety of campus social and community service activities.

Panhellenic Council

Important responsibility for governing the sorority system at Gettysburg College is assumed by the Panhellenic Council, to which each sorority elects two student representatives. This Council establishes and enforces the Panhellenic "rush" regulations and functions as a governing body in matters involving sororities and intersorority relations.

Programming and Student Activities

In addition to the programs sponsored by the Office of Student Activities and the Student Activities Council, the College offers many other major activities which are sponsored by campus groups. Among these are the Performing Arts Committee and Convocation Committee, as well as various dramatic and musical organizations.

The Lecture Program, sponsored by a faculty lecture and performing arts committee, brings well-known scholars and outstanding figures in public life to campus each year. In this way, the College extends the student's view beyond the confines of the College community. In addition to the general lecture series, the following special lectures are given regularly.

The Robert Fortenbaugh Memorial Lectures: An endowment provided by Clyde E. (Class of 1913) and Sara A. Gerberich supports a series of lectures and other programs in the Department of History. Each year an authority on the Civil War period has lectured on a topic related to those years. These public lectures are presented in November to coincide with the anniversary of Abraham Lincoln's Gettysburg Address.

Musselman Visiting Scientist: A fund provided by the Musselman Foundation in honor of Dr. John B. Zinn, former chair of the chemistry department, supports an annual three-day visit by a renowned scientist to the chemistry department.

Stuckenberg Lecture: A bequest from Mary G. Stuckenberg in memory of her husband, the Rev. J. H. W. Stuckenberg, enables the College to sponsor a lecture in the area of social ethics.

Bell Lecture: A fund from the estate of the Rev. Peter G. Bell (Class of 1860) was given to the College to establish a lectureship on the claims of the gospel ministry on college men. The main object of this fund is "to keep before the students of the College the demand for men of the Christian ministry and the condition of the age qualifying that demand."

Norman E. Richardson Memorial Lectureship Fund: A fund established to commemorate the outstanding contributions made to the College by Norman E. Richardson, Professor of Philosophy, from 1945 to 1979, supports each year an event that stimulates reflection on inter-disciplinary studies, world civilization, the philosophy of religion, values, and culture.

The Henry M. Scharf Lecture on Current Affairs: A fund provided by Dr. F. William Sunderman (Class of 1919) in memory of Henry M. Scharf alumnus and member of the College's Board of Trustees from 1969 to 1975, is used to bring a recognized authority or scholar to the campus each year to speak on a subject of timely interest.

The College encourages students to experience and to participate in various **performing arts** and provides an opportunity for those with special talent to develop and share that talent.

Performing Arts Committee: Each year recognized professional groups and individuals present to the campus performances of dance and drama, as well as vocal and instrumental music.

The Gettysburg College Choir: It appears at special services and concerts on campus. Each year it makes a concert tour, presenting concerts in churches and schools. Choir members are selected on the basis of ability, interest, and choral balance.

Chapel Choir: During the year it performs at chapel services, special services, and concerts. Members are selected on the basis of ability and willingness to meet the rehearsal and service requirements.

Band: The "Bullet" Marching Band begins its season with a band camp in preparation for performances at football games, festivals, and parades. At the conclusion of the marching band season, the College Symphonic Band begins its rehearsals. In addition to home concerts, there is an annual tour through Pennsylvania and neighboring states.

The offering of small ensembles remains a vital segment of the overall instrumental program. Clarinet choir, brass ensemble, jazz ensemble and others are open for membership to band members and meet on a weekly basis.

Gettysburg College/Community Chamber Orchestra: The orchestra performs concerts throughout the academic year. Membership is open to all students who have the necessary proficiency. Auditions are held at the beginning of each school year.

The Sunderman Chamber Music Concerts: The Sunderman Chamber Music Foundation, established by Dr. F. William Sunderman (Class of 1919) to "stimulate and further the interest of chamber music at Gettysburg College," each year sponsors important campus performances by distinguished and internationally-recognized chamber music groups.

The Owl and Nightingale Players: Each year this distinguished group of performers stage three major productions under the leadership of the College's theatre faculty. The program is a varied one: each

four-year cycle usually includes plays by Shakespeare, Shaw, Moliere, and O'Neill, as well as Broadway musicals and works by contemporary dramatists. All productions are offered in the handsome 245-seat Kline Theatre which features a thrust stage and is located in Brua Hall.

Laboratory Theatre: Lab Theatre produces a dozen one-act plays each year, many of which are new and some of which are the work of campus playwrights. All works are given in the exciting Stevens Laboratory Theatre in Brua Hall, where the seating can be rearranged to provide staging in the round, thrust, profile, and frontal. In addition, senior theatre arts students utilize the theatre for staging thesis productions for their major.

Otherstage: In addition to sharing the facilities of the black box Stevens Theatre, this troupe performs its short plays at other areas both on campus and in the community. Their work encompasses lunchtime theatre, street theatre, and children's theatre.

In each of the theatre groups, students are afforded the opportunity of gaining experience in all areas of theatre, from acting and directing to scene design, lighting, and costuming.

Gettysburg Theatre Festival: Now in its twenty-second season of offering cultural stimulation as well as refreshing entertainment to both campus and community, the Gettysburg Theatre, with its company of professional performers, provides the focus for the Theatre Practicum. These are college credit courses: students herein enrolled serve in supporting roles and assist in the technical aspects of the Theatre's life. The company offers an interesting balance of modern classics, Broadway and off-Broadway hits, and avant garde works not generally performed in summer theatre. All works are performed in the air-conditioned Kline Theatre. In addition, the company operates a Theatre for Children, which offers a series of hour-long plays for young people on the lawn adjacent to Brua Hall.

Artist-in-Residence: During the year, the College invites professional performing artists to the campus for one-month residencies. Drawn from music, theatre, dance, and fine arts, the artists-in-residence work with interested and talented students in workshops as well as in rehearsals and, ultimately, in performance.

Campus Communications

Every community needs to keep its members in contact with each other and with the rest of the world. On the Gettysburg campus, student communication media not only inform the members of the community, but also afford students an opportunity to express their ideas effectively and to learn the practical necessities of producing newspapers, radio broadcasts, magazines, and yearbooks.

The Gettysburgian: The College newspaper is staffed completely by students who are responsible for editing, feature writing, news writing, layout, personnel management, subscription management, and circulation. This weekly newspaper carries news, feature articles, and editorials concerning activities on and off campus.

The Mercury: The poems, short stories, and illustrations published in *The Mercury* are contributed by students. The student editorial staff encourages creative writing within the campus community.

The Spectrum: A pictorial essay of life on campus is featured in the College yearbook. Staffed by students, the yearbook offers the opportunity for creativity in design, layout, photography, and writing. *The Spectrum* covers the full academic year, including commencement weekend. It is mailed to graduating seniors and offered to underclass students early in the fall semester.

WZBT: The College radio station (91.1 megacycles) has been the voice of the campus for many years. WZBT operates as a noncommercial, educational FM radio station over the public airwaves and under FCC regulations. The station is student staffed and broadcasts a variety of programs from its fully-equipped studios. WZBT is organized like a professional radio station and offers positions for announcers, disc jockeys, newscasters, engineers, and music librarians, as well as jobs in production, continuity, and advertising. A student executive committee supervises the daily operation of the station, and a Board of Overseers composed of students, faculty members, and administrators establishes general policy for the station.

Other Activities

Debate Society: The Debate Society is committed to developing reasoning and argumentative skills through intercollegiate debate as well as through the sponsoring of campus forums and discussions.

Student members offer workshops in reasoning and argument, and volunteer their services as moderators, devil's advocates, and discussion leaders for various campus organizations.

Opportunities for students to pursue their special interests also exist through the long list of campus clubs and organizations. The list includes Amnesty, Art Society, Bicycling, Black Student Union, GCTV, GECO (Gettysburg Environmental Concerns Organization), Rugby Club, and International Club. Various other opportunities are available in departmental, service and professional clubs, and honorary societies.

Career Services

The Career Services Office at Gettysburg College helps Gettysburg students make informed career decisions, and then act effectively with regard to those decisions. Career Services also seeks to promote an active interest in Gettysburg College students among organizations and individuals beyond the campus community.

The process of developing a career during the college years is implemented through several activities, each essential to the ultimate success of the individual. These essential activities are **self-assessment, career exploration, experiencing career alternatives, and the actual implementation of the job or graduate school search.** Ideally, initial discovery and expansion of interests and skills occurs during the first year, when exposure to the many facets of college life begins. More focused self-assessment might begin as students contemplate the career implications of their choice of an academic major during the sophomore year. During the junior year and the summers immediately before and after, students may develop a more precise knowledge of and interest in a particular career field, perhaps through a summer job, internship, or volunteer experience. Plans for the actual job or graduate school search, which can take place throughout senior year, may begin to be made at this time.

The Career Services Office assists students with all of these career development phases. We help students assess their skills, interests, and values, match these to the career fields most appropriate to them, and then train students in how to conduct an effective job or graduate school search. Since most individuals will change jobs and even careers a number of times during the course of their working lives, this kind of background and training will be useful in the future.

Individual career counseling for students is always available with our professionally-trained staff. A special First Step Session workshop, an interactive computer program (DISCOVER), and information on the career paths of various academic majors at Gettysburg are available to students beginning to conduct career self-assessment. Our Career Library is stocked with books, monographs, and directories which provide students with up-to-date information on possibilities within the world of work. A special resource at Gettysburg is the **Gettysburg Alumni Information Network (GAIN)**, a group of alumni who have volunteered to provide our students with career information, and who are readily accessible to our students. Career Coffee Hours, which bring alumni of various academic majors back to campus to talk with students, are hosted throughout the year. We also host a Graduate School Day during which students meet with representatives from a variety of professional and graduate programs, and a Social Change & Community Service Career Fair for students interested in careers in those areas.

To help students conducting a serious graduate school or job search, the Career Services Office offers workshops on "Resume Writing", "Effective Interviewing", "Summer Jobs", "The Art and Science of Job Hunting", and "Graduate School Search Techniques." We also have an active on-campus recruiting program, as well as three large off-campus job fairs.

Career Services also conducts a follow-up study of each graduating class to learn more about post-graduate experiences. Over the past several years, our career services students have pursued a wide range of post-college occupations, including accountant, teacher, management trainee, research technician, marketing representative, account executive, budget analyst, financial planner, congressional aide, personnel assistant, social worker, and assistant editor. Graduates also pursue advanced study in fields such as physical therapy, athletic training, law, medicine, religion, psychology, genetics, college administration, international affairs, and politics. Examples of organizations where graduates obtained employment were Arthur Andersen & Co., Federal Government, Deluxe Check Printers, March of Dimes, Sports Medicine Association, U.S. House of Representatives, Prudential, Merck & Co., TRW, and AETNA Life & Casualty. Examples of educational institutions attended include Boston College, Tufts University, Georgetown University, Pennsylvania State University, Dickinson School of Law, Johns Hopkins University, and Rutgers University.

The process of getting a job, which is only one part of the whole career development process, takes intelligence and planning, and each individual student at Gettysburg must learn it at his or her own pace, and with individual questions in mind. We have the resources and professional expertise to help students, and encourage them to visit us at any point in their college careers.

Health Center

The Gettysburg College Health Center is dedicated to the delivery of personalized primary health care. The health center contains both health and counseling services in order to maintain both physical and emotional well-being. Illness care and health promotional activities are possible through the inclusion of a wellness model for health care.

Wellness can be defined as an ongoing process of personal involvement in life-style behavior that promote physical, emotional, intellectual, and spiritual well-being. Students are encouraged to take an active role in their health care by making appointments at the health center and becoming more-informed health care consumers.

The health center maintains a strict policy of confidentiality. Only with the patient's written consent can any health record or health-related information be shared outside of the health center. The contents of the health record are not incorporated into the official college record.

Gettysburg College has an HIV/AIDS policy which covers students, faculty, staff, and administration. The purpose of this policy is to support the confidential needs of the individuals with HIV/AIDS, as well as maintain the safety of the campus community. Copies of this policy, which is reviewed annually, are available in the *Student Handbook* and the personnel office.

Student Health Services

The Student Health Services component of the health center offers a variety of illness, wellness, and health educational services for students. The professional staff includes adult and family nurse practitioners, family physicians, registered nurses, medical assistants and an administrative assistant. All of these individuals specialize in college health-related issues. The nurse practitioners are registered nurses with advanced education and certification in the assessment, diagnosis, and treatment of minor acute and stable

chronic illness. Together, the health care providers offer the following health services:

- Assessment and treatment of minor acute illness
- Maintaining stable chronic illness (such as diabetes and asthma)
- Immunizations (Tetanus, TB tests)
- Allergy injections
- Women's health care
- Men's health care
- Contraceptive services
- Health education
- Weight management
- Stress management
- Exercise recommendations
- Well care physicals
- Nutrition guidance

A limited number of in-house laboratory evaluations can be performed (throat and urine cultures, mono and pregnancy tests) during a health visit. The cost of the visit to the health center for evaluation, some lab work, and some medications, is covered by tuition and fees. Any additional lab work, immunizations, x-rays, medications, ER visits, or physician referrals are the financial responsibility of the student. All students are strongly encouraged to have health insurance coverage. An accident insurance policy covers all students after their private insurance stops, but does not include x-rays or hospitalizations for non-accident-related illnesses.

Health history and physical examination forms are required for each new student prior to registration. All students must have the following immunizations: 1) tetanus immunization within 10 years; 2) tuberculin skin test within one year; 3) measles, mumps, and rubella (MMR) at 15 months and second booster (since 1980) before entering college and/or documented immune titre.

All patients are seen in the health center by appointment only. Walk-in services are for minor emergencies. For after-hours health care emergencies, students are encouraged to go directly to the Gettysburg Hospital Emergency Department, located six blocks from campus.

The importance of the provision of health education and wellness information to individual patients and small groups cannot be overstated. Student groups are actively involved in the policy-making and outreach efforts of the health center to better integrate vital health information into the campus community.

Counseling Services

With the goal of promoting the emotional well-being of all members of the Gettysburg College Community, the counseling services staff located in the health center, offers a number of services and a wide variety of programs. These activities are concerned with helping students grow to become effective, self-directing adults. This goal is achieved through teaching students the skills necessary to deal with their personal problems and feelings so that they can benefit as much as possible from their educational experience.

Through individual counseling, the College's professional counselors work with students in a confidential relationship, teaching them how to approach their problems and how to resolve them. Some of the types of things students talk to counselors about are their morals and values, academic pressure, study habits, concerns about their sexuality, relationship issues, drug-related issues, problems with friends and roommates, their goals and plans, difficulties at home, feelings of depression and lack of motivation, and how to become the kind of person they want to be. While much counseling involves solving problems and changing, its focus is often simply helping a student to better understand himself or herself.

The College, through the counseling services, provides the campus community with a program of alcohol and drug education which includes prevention programming, help for problem users, group support for recovering persons and for adult children of alcoholics, and awareness presentations. Campus health education is also provided by CHEERS (College Healthy Environment Education for Responsible Students), which is made up of student peer educators. The drug education coordinator is available to the campus community to develop and maintain appropriate educational programs and to counsel with individuals.

Counseling services also offers a number of topic-oriented group experiences which teach skills that students can use to improve their experiences on campus and to assist them when they leave Gettysburg. Group experiences that are regularly offered are designed to teach assertiveness and communication skills, improve relaxation, enhance study habits, deal with eating disorders, build self-esteem and cope with separation. Other group experiences are created based on campus need and interest. For students interested in self-help, an audio and video tape library is available in the counseling office. A wellness resource room, located in the west

end of the health center, contains a wide variety of health care and life-style pamphlets, brochures and booklets which are available for student use.

When appropriate, the counseling services also functions as an information and consulting service working with students and others on a variety of campus programs and projects to promote a healthy environment. Members of the counseling staff teach, conduct research, and work closely with the faculty, administration, and parents on issues of student concern.

All counseling service activities are free, confidential, and available to Gettysburg College students. It is the desire of counseling staff members that their services complement the College academic program. It is also their hope that, for many students, the counseling service will be an integral part of their educational experience.

Religious Life and Chapel Programs

The Gettysburg College Chapel Program offers students opportunities to grow in the understanding and practice of their own religious traditions, to appreciate the religious traditions of others, and to better understand and integrate the relationship between faith, reason, and daily life. With attendance completely voluntary, the Chapel Program attracts students and faculty members of various religious backgrounds, provides spiritual nurturing, and assists in the exploration of religious disciplines.

Corporate worship is an important part of Chapel offerings. Students from a variety of traditions join together in worship at Christ Chapel each Sunday. Led by the College chaplain, the service often features noted speakers. The Chapel choir offers anthems and liturgical music, and students often assist in the worship. In addition to the College chaplains, a Roman Catholic priest and a Catholic laywoman are Catholic campus ministers available for students. Each Sunday evening mass is celebrated. A Quaker service is held in Glatfelter Lodge on Sunday mornings, and the Christian Science community gathers on a regular basis.

Moreover students are also welcomed in the various churches of the Gettysburg community, and local ministers participate in chapel worship throughout the year. Each week there is a Wednesday evening candlelight communion service in Christ Chapel, a Thursday evening candlelight mass, and a noontime Eucharist. A Rabbi is regularly on campus to advise Hillel, and serve as a counselor to students of the

Jewish faith; he also teaches a course on Judaism in the religion department.

Student leadership and participation is a key focus of Chapel ministries. The Chapel programs are coordinated by the executive board of the Ministries at Christ Chapel (MACC), a voluntary group of students. MACC Committees include: advice on worship and music, which plans services; community service, which coordinates volunteers and promotes awareness of social justice concerns; fellowship, which coordinates retreats and social events; and public relations, which facilitates communication with the larger campus and civic communities. Pre-seminary students meet to support each other while exploring Church professions. Hillel, a common interest group for persons interested in Jewish culture, meets for social activities and a deeper appreciation of Judaism. The Catholic Campus Ministry meets weekly to plan programs of interest to Catholic students. The Inter-Varsity Christian Fellowship and Fellowship of Christian Athletes meet for fellowship and renewal. The Lutheran Student Movement is part of the national organization of Lutheran college students.

Center for Public Service

The Gettysburg Center for Public Service sponsors service-learning awareness trips involving students, faculty, and staff. Recent trips have included visits to New York City, Washington, D.C., New Mexico, Alabama, San Francisco, Nicaragua, Mexico, South Carolina, Jamaica and several Native American reservations in the Midwest and Arizona. Future projects will include trips to St. John and its sister islands and possibly Brazil. Some trips, 14 days in length, take place over the Semester Break in January while others occur during the Spring Break.

An active Community Services Program includes *Adopt a Grandparent*, *Pet-Facilitated Therapy* and *Outreach*, which involve students with the elderly and developmentally disabled; *Volunteers for Youth*, *CARE* and *Tutoring*, which encourage students to mentor the youth in the Gettysburg community both academically and recreationally; and *Habitat For Humanity*. There are three service organizations on campus which promote service in the community: Alpha Phi Omega, Rotaract and Circle K. Additionally, the Center for Public Service works with over 35 local social-service agencies in Gettysburg to offer local volunteer opportunities to students both short-term and ongoing throughout the semester.

Athletics

The College has an extensive program of intercollegiate and intramural athletics for men and women. It is possible for all students to participate in some supervised sport; for those with particular athletic skills and interests, a full array of varsity teams are available.

Gettysburg College maintains membership in the National Collegiate Athletic Association, the Eastern Collegiate Athletic Conference, and the Centennial All Sports Conference, which includes Bryn Mawr College, Dickinson College, Franklin and Marshall College, Haverford College, Johns Hopkins University, Muhlenberg College, Swarthmore College, Ursinus College, Washington College, and Western Maryland College.

The intercollegiate program includes teams for men, teams for women, and one athletic team for which men and women are eligible. Gettysburg also has a varsity cheerleading squad which both men and women are eligible to participate. The breakdown is as follows:

	Men	Women	All Students
Fall	Cross Country Football Soccer	Cross Country Field Hockey Soccer Volleyball	Cheerleading
Winter	Basketball Swimming Wrestling Indoor Track	Basketball Swimming Indoor Track	Cheerleading
Spring	Baseball Lacrosse Tennis Track and Field	Lacrosse Softball Tennis Track and Field	Golf

Campus Recreation

The Office of Campus Recreation is dedicated to complementing the academic goals of Gettysburg College by providing a variety of recreational activities for all students, faculty members and staff members. Programs include intramural sports, aerobics/fitness, sports clubs, and informal recreation.

Intramural sports include a wide range of team, individual, and dual sports. Team sports include softball, flag football, basketball, floor hockey, indoor

and outdoor soccer, volleyball, and three-on-three basketball. Special events include tennis, table tennis, wrestling, swimming, cross country, golf, billiards, bench press, 4 x 4 volleyball, and wiffle ball.

Fitness activities are the fastest growing portion of the campus recreation program. Aerobics classes held daily are designed to meet the needs of all students by offering high impact and low impact classes. Tone and stretch classes, and aqua aerobics, are also offered.

The sport club program is another growing segment of the campus recreation program. These clubs are designed so that anyone of any skill level may participate. Sport clubs currently active on campus include men's rugby, men's ice hockey, tae kwon do, cuong nhu, cycling, boxing, men's volleyball, paintball, cricket, and equestrian.

The campus recreation office tries also to provide as much time as possible for informal recreation. Activity areas include a swimming pool, basketball courts, tennis courts, weight room with Nautilus and free weights, a fitness room with stationary bikes and stairmasters, and a multi-purpose area within the Bream/Wright/Hauser Athletic Complex for a variety of recreational activities.

Financial Aid

Details about financial aid procedures are found in the Student Financial Aid section of this catalog.

Facilities

Gettysburg College has a 225-acre campus with 60 buildings that provide excellent facilities for all the College programs. These buildings range from the original, historic, Pennsylvania Hall (Old Dorm), constructed in 1837 and listed on the National Register of Historic Places, to the modern Musselman Library/Learning Resources Center that was cited for its excellent design by the American Institute of Architects.

Academic Facilities

The Library: The College library collection is housed in the Musselman Library/Learning Resources Center, completed in 1981, and in two departmental libraries: Chemistry in Breidenbaugh Hall and Physics in Masters Hall. Total collections are approximately 330,000 volumes, 23,000 microforms, 36,000 governmental publications, 12,000 records, and extensive slide, filmstrip, and other instructional media. The library

subscribes to over 1,400 journals. An automated system provides users with enhanced access to the library catalog through any computer attached to the campus network.

The College's library uses the Interlibrary Delivery Service which allows Gettysburg College to borrow materials quickly from 200 academic and research libraries. The library is able to order and receive materials from most of these libraries via telefacsimile. The library also maintains cooperative arrangements with the Associated College Libraries of Central Pennsylvania, PALINET (Pennsylvania Library Network), and the Central Pennsylvania Consortium.

Classrooms, Laboratories: The following classroom and laboratory facilities serve the College.

Building	Academic Departments	Special Features
Brua Hall	Theater Arts	Kline Theatre Stevens Laboratory Theatre
Glatfelter Hall	Computer Science Economics English Management Mathematics Sociology Anthropology	Microcomputer laboratories
McKnight Hall	French German Spanish Portuguese	Language laboratory in Musselman Library
Schmucker Hall	Art and Music	Art Studios, gallery, extensive slide collection, recital hall, practice rooms
Weidensall Hall	Classics Education History Philosophy Religion	
White House	Political Science	
Breidenbaugh	Chemistry	Fourier Transform Infrared, Fourier Transform NMR, UV visible and Gas Chromatograph-Mass Spectrometers, research laboratories, library
Masters	Physics	Hatter Planetarium, optics laboratory Plasma physics laboratory, library
McCreary	Biology Psychology	Electron microscopes, research laboratories, greenhouse, aquarium room, herbarium
Observatory		Sixteen-inch Casse-grain telescope

Computing Services

Computer Labs: Glatfelter Hall houses four computer labs that house a total of 31 MS-DOS personal computers, 9 NeXT workstations, and 21 Apple Macintosh computers. In addition, there are 10 IBM personal computers and 16 Apple Macintosh computers on the second floor of Musselman Library. Laser printers are available in Glatfelter Hall and Musselman Library for student printing. For the research needs of faculty members and students, a SUN 4/690 server allow students to access mainframe applications. A variety of educational and course-related software packages are available in all public computing labs through the campus network.

Computer Network on Campus: The College has completed the initial phase of its computer network that will electronically link all academic campus buildings and the residence halls. The new network will provide state-of-the-art data communications capabilities for the more than 2,500 students, faculty members and staff members. The campus is linked to Internet and Bitnet which allows communication and information sharing between computers on the Gettysburg College campus and thousands of computers across the country and throughout the world. Network connectivity allows sharing of vast amounts of data, and collaboration between students, members of the faculty, and others at different institutions. The campus network also provides access to the library's card catalog system. By use of Internet, users also have access to libraries in the United States and in many foreign countries.

Computer Store: Computing Services sells computing hardware and peripherals to students, faculty members, and staff members of the College at educational prices, which result in discounts of up to fifty percent off suggested retail prices, through the College store. The store carries machines from the Apple and IBM lines. The store also sells printers, diskettes, and other peripheral equipment.

Computer Training: Computing Services provides a series of training sessions throughout the year for students, faculty members, and staff members on hardware, software, and networking. These sessions are free. Topics range from "Introduction to WordPerfect" to "Spreadsheet Concepts" to "Creating Dynamic Resumes." A help line for students who have computing-related questions is also available. In addition, student assistants are available in the

computing labs at night and on weekends to answer questions and provide limited training.

Athletic Facilities

The Bream/Wright/Hauser Athletic Complex and the Eddie Plank Student Activities Center contain the College's indoor athletic facilities. These facilities include seven regulation basketball courts, four indoor tennis courts, a 1/11 mile chem-turf track, fitness rooms for training and aerobics, a sports medicine center, classrooms, and a conference/ library room. In addition, the swimming pool of Olympic dimensions, located in the College Union, is used for varsity swimming competition and intramural and recreational swimming.

Outdoors, the campus offers several athletic field areas: Musselman Stadium, with the football field and a quarter-mile cinder all-weather track; a baseball field; two areas for soccer and lacrosse; Memorial Field, for women's field hockey and lacrosse; a women's softball field; and the intramural areas which contain eight tennis courts, and numerous soccer, football, and hockey fields. In addition, fourteen intercollegiate tennis courts are also available.

Student Services

Located near the residence halls are the College Union, the health center, and Christ Chapel.

Administrative Offices

Pennsylvania Hall, the original College building, after complete renovation, provides modern offices and facilities for administrative personnel. Other offices are in the College Union. The Admissions Office is housed in Eisenhower House, which served as the office of General Dwight D. Eisenhower during his years in Gettysburg.

Other Facilities

On campus is the home of the College President. College maintenance services are centered in the West Building. The College owns several houses adjacent to the campus which are used as offices and as centers for special programs.



GETTYSBURG

Admission,
Expenses and
Financial Aid

Admission Policy

Gettysburg College students come from a wide variety of backgrounds and secondary school programs. The College encourages applications from students of differing ethnic, religious, racial, economic, and geographic settings.

The admissions staff encourages applications from students who have demonstrated a capacity for academic achievement, responsiveness to intellectual challenge, eagerness to contribute their special talents to the College community, and an awareness of social responsibility. Such persons give promise of possessing the ability and the motivation which will enable them to profit from the many opportunities that the College offers.

Since the competition for admission is highly competitive, the admissions staff gives careful consideration to each application. Its decisions are based on three categories of evidence described below.

Evidence of high academic achievement as indicated by the secondary school record. The College considers grades in academic courses, quality and distribution of subjects, and rank in class as highly significant parts of the applicant's credentials. Participation in accelerated, enriched, and advanced placement courses is desirable. The College regards superior facility in the use of the English language and an understanding of fundamental mathematical processes as essential to a successful college experience. It also assumes graduation from an approved secondary school.

Evidence of ability to do high quality college work as indicated by aptitude and achievement test results. The Scholastic Aptitude Test (SAT) of the College Board or the test results of the American College Testing (ACT) program are required of all candidates. Applicants submitting the SAT should ensure the reporting of the score of the Test of Standard Written English (TSWE), since those results are used for placement purposes in English. Achievement tests are suggested, but not required, to complete an application.

Evidence of personal qualities There is high interest in individuals of character who will contribute in positive ways to the College community. Such contributions should be appropriate to the talents of each student, whether these be leadership in campus programs, involvement in the welfare of others, expression of artistic creativity, or the quiet pursuit of scholarly excellence. In estimating such qualities,

the College relies on what students say about themselves; the confidential statements from secondary school principals, headmasters, and guidance counselors; and on personal appraisals by its alumni and friends. Essentially, any evidence of in-depth involvement in secondary school activities and/or participation in community affairs (especially volunteer services) is favorably considered in the final decision-making process.

Admission Procedure

Students interested in Gettysburg College should submit an application during the fall of their senior year and no later than February 15. A nonrefundable fee of \$35 must be sent with the application. Although not required, a visit to the campus and an interview with a member of the admissions staff is strongly recommended. Students considering a major in art or music make their interest known when requesting an interview, so that arrangements can be made for an appointment with a member of the department concerned. Seniors should plan their visits before February 15 and juniors, after April 1.

Offers of Acceptance

Early Decision. Students for whom Gettysburg is a first choice are strongly encouraged to apply for Early Decision admission. The application will be considered between November 15 and February 1 of the senior year. Those students accepted under this admission plan are obligated to enroll at Gettysburg College and to withdraw applications submitted to other institutions. Notification of the decision on admission will be made between December 15 and February 15. Payment of a nonrefundable advance fee of \$200 is required to validate this offer of acceptance.

Although the Early Decision applicant should take the SAT in the junior year, scores from the October/November testing date of the senior year will also be considered. Those students submitting applications for Early Decision who are not offered acceptance at that time will automatically be considered for Regular Decision admission upon receipt of subsequent semester grades and test scores from the senior year.

Regular Decision. To be assured of maximum consideration, students must present applications by February 15. Most offers of acceptance will be announced by early April after the receipt of November, December, or January SAT results and senior year first semester grades. Results for the SAT

or ACT taken prior to the senior year may be used to satisfy test requirements.

Payment of a nonrefundable advance fee of \$200 is required to validate the offer of acceptance. Since Gettysburg College subscribes to the principle of the Candidate's Reply Date, students have until May 1 to make their decision and pay the advance fee.

Students offered acceptance under either Early Decision or Regular Decision admission are expected to maintain their academic record, pass all their senior courses, and earn a secondary school diploma.

Admission with Advanced Credit and Placement

Students who have taken college-level courses in secondary school and wish to be considered for advanced credit or placement must take advanced placement tests of the College Board. All entering students who submit a score of four or higher on these tests shall receive two course credits for each tested area toward the 35-course graduation requirement, with the exception of the Mathematics Calculus AP examination, for which one course credit shall be given. Students submitting a score of three may receive, at the discretion of the appropriate department, credit or advanced placement. Course credit for advanced placement will be lost if a student takes the equivalent course at Gettysburg. Students who have completed advanced-level or honors courses may be considered for advanced placement.

Those high school students who have taken regular courses at the college level in regionally-approved junior or four-year colleges may receive credit for these courses if there has been no duplication of high school units and college credits. This credit must be approved by the chairperson of the academic department involved.

Gettysburg College recognizes the quality of the International Baccalaureate (IB) Diploma in the admissions process. In addition, the College awards two course credits in each subject area for Higher Level examination scores of five or higher. Credit for a Higher Level score of four will be given at the discretion of the department.

See the section on residence requirements and schedule limitations for information about the planning of the academic program of students who plan to complete their graduation requirements in less than four full years.

Admission of Transfer Students

A transfer student may be admitted at the beginning of any semester. He or she must present a regular application, including secondary school records and SAT or ACT results, and an official transcript from all colleges and universities attended. All transfer students must be entitled to an honorable dismissal without academic or social probation from the college from which they transfer and must be recommended for transfer by the dean of the college previously attended. A transfer candidate is expected to visit the campus for an interview with the transfer student coordinator in the admissions office.

Gettysburg College requires sound academic performance in previous college work for students who seek admission as a transfer student. Credit is granted for individual courses passed with a grade of C or better at approved institutions, provided that these courses fit reasonably well into the Gettysburg curriculum. Academic credit for courses transferred is granted tentatively until the student has satisfactorily completed one year of work at Gettysburg College. All transfer students must satisfy all requirements for the degree for which they are candidates.

Admission as a Special Student

A high school graduate, not a candidate for a degree, may apply for admission as a nonmatriculated student. Normally, such a student may enroll in a maximum of two courses. Permission to take more than two courses must be secured from the provost.

Taking courses as a special student requires permission of the instructors of the courses involved, as well as filing an application for special student status with the admissions office. A special student who may later wish to become a candidate for a degree must submit an application under regular admissions procedures. Special students have the same classroom duties and privileges as regular full-time students, but no promise is made in advance that the special student will be admitted as a candidate for the degree.

Comprehensive Academic Fee Plan

Gettysburg College charges a comprehensive academic fee covering the two semesters of the academic year. NOT included in this fee are books and supplies, some private lessons in music, and optional off-campus courses.

Payment of the comprehensive fee entitles a student to register for and receive a grade in a total of 36 course credits and in the required quarter courses in health and physical education (HPE). Students may enroll in five courses during any semester without an extra charge. Three required HPE quarter courses may be taken without charge at any time.

The fee applies to each full-time student. For purposes of the comprehensive academic fee, a full-time student is one registering for at least three, but not more than five, courses per semester (except for required HPE quarter courses). Any additional course registration beyond five requires additional charges of \$1,650 per full course or \$415 per quarter course. Majors in health and physical education and music may take some quarter courses above the five-course limit at no additional charge (see the departmental listings for details). Part-time matriculating students will be charged \$2,075 per course.

1993-94 Fees

Comprehensive Academic Fee	\$ 18,870
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Board

College Dining Hall 20 meals per week	\$ 2,030
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(Rates for reduced meal plans of 7, 10, and 14 meals per week are available from the Business office)

Room Rents

Costs for all College living facilities	\$ 2,060
Single room	\$ 2,900
Apartment	\$ 2,700

Estimate of Total Expenses for an Academic Year

Comprehensive Academic Fee	\$ 18,870
Board	\$ 2,030
Residence Hall Room	\$ 2,060
Books and Supplies	\$ 500
	\$ 23,460

This tabulation does not include personal expenses such as clothing, laundry, spending allowances, fraternity dues, and transportation.

Special Student Fees

Any student who is not a candidate for a degree will be charged at the rate of \$1,650 per course or \$415 per quarter course.

Board Policy

First year students must participate in the full board plan (20 meals per week). All students living in the

College residence halls are required to participate in at least the seven-meals-per-week plan.

The following exceptions apply:

- Those living in apartment-style residence halls.
- Those living off-campus or at home.
- Those who are roommates of residence coordinators.

Housing Policy

All first year students are expected to room in the College's residence halls, and preference is given them in securing dormitory space. Fraternity housing is available to students following their first year. When the residence halls have been filled, permission for off-campus housing may be granted to a limited number of students who have applied through a procedure administered by the dean of college life. Students who have withdrawn from the College and are approved for readmission or who are returning from off-campus study are expected to occupy any vacancy which may exist in a College residence hall.

Payment of Bills

Checks should be made payable to Gettysburg College and sent to the accounting office, Gettysburg College, Gettysburg, PA 17325-1483 by the dates outlined below.

The College operates on a two-semester calendar. An itemized statement of charges for each semester is mailed approximately one month before the payment due date. First semester charges are due on August 1; second semester charges are due on December 10. The College has an optional monthly payment plan which runs from June 1 to March 1 (see Payment Plans).

Delinquent accounts will be subject to a late payment charge at the rate of 1 % per month. This late charge will be waived for Guaranteed Student Loan amounts processed by the College prior to due dates for payments. Students and parents are responsible for collection costs on any accounts placed for collection.

The advance payment of \$200 made under either the early or regular acceptance plans is credited to the reserve deposit account. While the student is enrolled, this non-interest-bearing account remains inactive. The reserve deposit is activated after the student graduates or withdraws from school. At that time, reserve deposit funds are transferred to the student's account receivable to satisfy any unpaid bills, including room damage, fines, lost library books, NSF checks,

unpaid phone bills, unpaid College store charges, etc. After applying the reserve deposit to the student's account, if a credit balance exists, it will be refunded or credited against a college loan.

Every continuing student in the College is required to pay \$200 by March 1st, which will be applied toward the student's first semester College bill in June. No refunds of this fee will be made after the date of Spring registration.

Veterans' Administration Benefits

Gettysburg College has made the necessary arrangements whereby eligible veterans, dependents, and members of the military may receive monthly payments from the Veterans' Administration in accordance with the appropriate laws and regulations. Students requiring any forms to be completed by the College concerning these benefits should contact the Office of the Registrar.

Payment Plan

The College has an optional monthly payment plan for those who wish to make installment payments over a ten-month period. The first installment is due June 1. There is a \$35 non-refundable fee for enrollment in this plan. Contact the accounting office for details.

There are other privately-operated payment plans, some of which include certain insurance coverage. The College is most familiar with Knight Tuition Payment Plans, 855 Boylston Street, Boston, MA 02116. Information about these plans is mailed to all new students.

Refund Policy

A student who withdraws from the College is assessed a \$100 administrative fee. The comprehensive academic fee and room charge are refunded on a pro-rata basis through 60% of the semester, after which there is no refund of these charges. Board refunds are prorated weekly through the semester.

The date of withdrawal will be the date the student has filed the completed withdrawal form with the Office of Academic Advising.

Optional insurance is available through A.W.G. Dewar, Inc., which supplements the College's refund for a student who withdraws as a result of a serious illness or accident.

Required Withdrawal for Disciplinary Reasons

A student who is required to withdraw for disciplinary

reasons will forfeit all fees (except board, if refund requirements are met) which he or she has paid.

If a student or the student's parents or guardian feel that the individual circumstances of the student warrant an exception to the refund policy, an appeal may be made to the Treasurer, Gettysburg College.

Reduction of financial aid obligations and advances will receive priority in the payment of refunds. The unused reserve deposit balance will be refunded approximately six weeks after the student's graduation or withdrawal, provided that the student has no outstanding loans or debts to the institution.

College Store

The College store is operated on a cash, Master Card/Visa, or College charge basis. Students may charge books, supplies, and miscellaneous items. A student's balance must not exceed \$500. College charges must be paid within 20 days. Unpaid College store charges will be added to the student's account receivable and be subject to a 1% late payment charge.

Accident Insurance

Upon payment of the Comprehensive Academic Fee, each student receives coverage under an accident insurance policy. Information concerning the coverage provided by this insurance is made available at the time of registration or in advance if requested.

Personal Property Insurance

The College does not carry insurance on personal property of students and is not responsible for the loss or damage of such property. Students are encouraged to provide their own personal property insurance.

Student Financial Aid

Although charges made by colleges and universities have risen sharply in recent years, the fact remains that in most institutions the fees paid by a student or a student's parents cover only a portion of the total cost of a student's education. In private institutions the remainder comes from endowment income and gifts from sources such as alumni, businesses, foundations, and churches.

Gettysburg College recognizes the primary responsibility of the student and his or her parents to provide as much as possible toward the total cost of the student's college education. Since an education is an investment which should yield lifelong dividends, a student should be prepared to contribute to it from

his or her own earnings, both before entering and while in college.

Gettysburg College has a program of financial aid for worthy and promising students who are unable to finance their education from personal and/or family resources. Access to such aid is considered a privilege, not a right. The qualifications for assistance, in addition to need, are academic ability, academic achievement, and promise of contribution as a student and citizen. The amount of aid in any particular case is based upon the financial need of the student.

The College participates in the College Scholarship Service (CSS) and requires all applicants to file the Financial Aid Form (FAF) Packet. All Financial Aid Forms should be sent to the College Scholarship Service, Princeton, New Jersey 08541. The College also requires that *enrolled* students submit notarized copies of the parents' and student's most recent U.S. Individual Income Tax Returns (Form 1040) directly to the Office of Financial Aid to verify income data. Applicants for admission must submit tax forms when the \$200 admissions deposit is paid, or by May 1.

A prospective student seeking financial aid should forward the completed FAF Packet to the College Scholarship Service as soon as possible after January 1 and before February 15. The FAF Packet contains the Free Application for Federal Student Aid (FAFSA) and the Financial Aid Form (FAF). Both forms should be completed in their entirety (including Gettysburg College in the colleges to receive results) and forwarded to CSS in the envelope provided. There is **no fee** for the Free Federal Application (which determines eligibility for Pell Grant and other federal programs of student financial assistance), but there is a processing fee for the FAF portion of the FAF Packet.

A student already enrolled who has previously had some form of aid should secure a renewal application packet from the Office of Financial Aid and should request his or her parents to help complete those forms. The renewal application packet should be completed with the FAFSA and FAF being forwarded to CSS by March 15 and the other forms being forwarded to the Office of Financial Aid by May 1.

Financial aid is awarded in the form of grants, loans, and work-study, or a combination of these. All financial aid awards are made for one year only. The director of financial aid will consider a request for renewal and will act on the basis of the applicant's record as a student and campus citizen as well as his or her continuing financial need.

Satisfactory Progress Guidelines for Renewal of Financial Aid

A student is expected to maintain an academic record that will enable him or her to complete the requirements for graduation in the normal eight semesters. Any student who falls below the 2.00 minimum accumulative average needed for graduation will be warned, placed on academic probation, placed on dismissal alert, or dismissed. Additionally, it is expected that each student will continue to make normal or satisfactory progress toward the completion of degree requirements. The student who falls below the following minimum standard is considered to not be making satisfactory progress and is normally advised or required to withdraw:

for first-year students - 1.50 GPA and 6 courses completed

for sophomores - 1.80 GPA and 15 courses completed

for juniors - 1.90 GPA and 25 courses completed.

In addition to these minimum standards, a student on probation must show significant improvement during the following semester in order to remain at the College. Normally, a student may not remain at the College with three consecutive semester averages below 2.00.

The Academic Standing Committee interprets and applies these standards on a case-by-case basis at the end of each semester. Following the decision of that committee, the Office of Financial Aid may be required to review the student's progress as it relates to the renewal of financial assistance for subsequent terms.

The recipients of Federal Stafford Loans and other programs of financial assistance through federally subsidized Title IV Programs are also subject to minimum progress standards. In addition, students who are recipients of grant funds from their home states are typically required to successfully complete a minimum of 24 credits per year to maintain continued eligibility for those grants. Conditions of those grants are included in the notice to the student.

Applications for financial aid, of those students who demonstrate financial need, are reviewed to determine eligibility for the following forms of assistance available from Gettysburg College.

Gettysburg College Grant: Awarded to students who, in addition to financial need, evidence good academic ability and academic achievement. These grants are renewable as long as the recipient continues to demonstrate need, and maintains a sound academic record. Normally, such grants are combined with loans and/or student employment in order to meet

the student's financial need. In cases of students who demonstrate exceptional talent, skills, and abilities, need may be satisfied entirely with grant funds.

Federal Supplemental Educational Opportunity Grant: A grant program funded by the Federal Government and administered by the College. The program is designed to assist students from low-income families.

Gettysburg College Loan: A loan program made available by Gettysburg College.

Federal Perkins Loan: A loan program funded by the Federal Government and administered by the College.

Federal Work-Study Program: Employment program funded by the Federal Government and the College.

Grants need not be repaid, but the College hopes that recipients will recognize that they have incurred an obligation and will therefore subsequently contribute as they can to help insure that the benefits which they enjoyed will be available to others.

Approximately forty-five percent of Gettysburg College students receive financial assistance in some form from the College. About sixty percent of the Gettysburg College student body receives aid from the College or other sources.

Rules governing all types of financial aid are stated in the Financial Aid Agreement that is enclosed with the Notification of Financial Aid.

Endowed Scholarships (Grants-in-aid) Student Aid

All students who apply for financial assistance and are determined to have financial need will be considered for these scholarships (grants-in-aid). Recipients are selected by the College.

Though the College administers scholarships restricted to members of a particular sex, the discriminating effect of these awards has been eliminated in the overall administration of the financial aid program through use of other funds made available by the College.

George H. (1949) and Janet L. Allamong Scholarship Fund: The income from a fund established by George H. Allamong and Janet L. Allamong is awarded to one or more worthy and promising students.

Frederic S. Almy, Sr. Scholarship Fund: The income from a fund created by his son in memory of a man who did not have the opportunity to attend college; for a deserving and financially needy student.

Ruth C. Apple Scholarship Fund: The income from a fund established in honor of their mother by members of the Apple family of Sunbury, Pennsylvania, to be awarded to promising but needy students with a preference to those from Snyder, Union, or Northumberland Counties in Pennsylvania, especially those with skills and aspirations in the performing arts.

Richard A. Arms Scholarship Fund: The income from a fund contributed by the Class of 1924 in memory of the Chair of the Mathematics Department (1920-1963) is awarded to a worthy student.

Dr. Joseph B. Baker (1901) and Rena L. Baker Scholarship Fund: The income from a fund donated by the Woman's General League of Gettysburg College is given to a needy and deserving student in the music department.

William Balthaser (1925) Scholarship Fund: The income from a bequest by William Balthaser is awarded to needy and promising students.

Dr. Ray Alfred Barnard (1915) Scholarship Fund: The income from a fund provided by Dr. Barnard is given to a male student from the Central Pennsylvania Synod who is preparing for the Lutheran ministry.

The Rev. Sydney E. Bateman (1887) Scholarship Fund: The income from the fund is awarded to a needy ministerial student.

Admiral William W. Behrens, Jr. Scholarship Fund: The income from a fund established by the family of Admiral William W. Behrens (Hon'74) is awarded to one or more worthy and promising students entering the final year of undergraduate study and preparing for a career in public service.

Belt Hess-Quay Scholarship Fund: The income from a fund provided by Effie E. Hess Belt (1898) in commemoration of several relatives is awarded as follows: first preference is given to a member of Grace Lutheran Church, Westminster, Maryland; second preference to any other resident of Carroll County, Maryland who is pursuing theological studies at the College; and third preference is given to any deserving student.

Helen A. and James B. Bender Scholarship Fund: The income from the fund is granted on the basis of need and ability, preference being given to residents of Adams County, Pennsylvania majoring in economics and/or management.

Jesse E. Benner (1907) and Minerva B. Benner Scholarship Fund: The income from a bequest is used to aid worthy students, preferably preministerial students.

Burton F. Blough Scholarship Fund: The income from a fund contributed by a former trustee is used to aid needy and deserving students.

Jean Aument Bonebrake Presidential Scholarship Fund: A fund established by Roy Bonebrake (1928) in memory of his wife, the income of which shall be awarded to promising and worthy students in need of scholarship aid, with preference given to students who possess exceptional academic abilities and outstanding promise.

Harry F. Borleis (1925) Scholarship Fund: The income from a bequest is used to assist needy and deserving students.

Charles E. Bowman (1925) Scholarship Trust Fund: The income from a bequest to be used to assist needy and deserving students.

Elsie Paul Boyle (1912) Scholarship Fund: The income from a gift by Elsie Paul Boyle is awarded to a needy and worthy student, preference given to a Lutheran from Weatherly, located in Carbon County, Pennsylvania.

Henry T. Bream (1924) Scholarship Fund: The income from a fund contributed by alumni and friends of the College in honor of Henry T. Bream, Professor of Health and Physical Education, 1926-1969, is awarded to a needy and deserving male scholar-athlete.

Lavern H. Brenneman (1936) Scholarship Fund: The income from a fund provided by Lavern H. Brenneman (1936), former Chairman of the Board of Trustees of the College, and his wife, Miriam, in honor of their son, James (1960); daughter-in-law, Mary Jane (1960); granddaughter, Kathleen (1984); and grandson, Stephen (1987) is to be awarded annually to needy and deserving students.

Randall Sammis Brush (1973) Memorial Scholarship: The income from a fund contributed by family and friends in memory of Randall Sammis Brush is awarded to a needy and deserving student particularly proficient in the study of history.

Edward B. Buller (1923) Scholarship Fund: The income from a fund contributed by the Lutheran Church of the Good Shepherd, Pearl River, New York, and

friends in honor of the Rev. Edward B. Buller is awarded to a deserving student, preference being given to a student from Good Shepherd congregation.

Cambridge Rubber Foundation Scholarship Fund: The income from the fund given by the Foundation is awarded to a qualified male student. First preference is given to an employee or relative of an employee of Cambridge Rubber. Second preference is given to a resident of Adams County, Pennsylvania, or Carroll County, Maryland.

Dr. Anthony G. Ciavarelli (1913) Scholarship Foundation: The income from a fund established by Dr. Anthony G. Ciavarelli is awarded annually to a student (or students) who demonstrates superior character, industry, serious academic purpose, and financial need. Preference is to be given to a student preparing for the medical profession. If there are no students who demonstrate financial need (who are preparing for the medical profession), then the income may be used to aid other students who demonstrate financial need. If there are no students who demonstrate financial need, then the College may use the income for any purpose it determines.

Class of 1903, George S. Rentz Memorial Fund: The income from the fund is used in support of the College scholarship program.

Class of 1913 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1915 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1916 Scholarship Fund: The income from the fund is awarded to a needy and deserving sophomore.

Class of 1917 Schmucker-Breidenbaugh Memorial Scholarship Fund: The income from the fund is awarded to a needy and deserving student or students.

Class of 1918 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1920 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1921 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1927 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1933 Scholarship Fund: The income from a fund established by members of the Class of 1933 is awarded to needy and promising students. Preference is given to students who, beyond academic and personal qualifications, are descendants of members of the Class of 1933.

Class of 1936 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1937 Scholarship Fund: The income from the fund is awarded to worthy and promising students who are determined to be in need of scholarship funds. Preference will be given to students who intend to enter a field of service focused on developing greater understanding between our nation and other parts of the world and majoring in political science, economics, or history.

Class of 1938 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1939 Scholarship Fund: The fund was established in honor of past President Dr. Henry W. A. Hanson and former Dean Dr. Wilbur E. Tilberg. The income is awarded to needy and deserving students.

The Ernst M. and Agnes H. Cronlund Memorial Scholarship Fund: The fund was established in memory of Ernst Magnus and Agnes Hoffsten Cronlund by their children Ernest and Shirley, Eleanor, Martin (1929) and Rebecca, Raymond (1933) and Lillian. The income is awarded to needy and promising students.

Anita Conner Derry and Thomas James Faulkener Memorial Scholarship Fund: The income from a fund contributed by Ellis Derry (1939) and Peggy Derry is awarded to one or more worthy and promising students who are determined to be in need of scholarship funds. First preference is given to the family or descendants of Anita Conner Derry or Thomas James Faulkener and then to students majoring in mathematics, computer science, or physical sciences.

W. K. Diehl (1886) Scholarship Fund: The income from a fund created by Norman E. Diehl in memory of his father, W. K. Diehl, D.D., is used to provide scholarships to needy and deserving students.

Clayt (1948) and Adele Dovey Scholarship Fund: The income from a fund contributed by Mr. and Mrs. Clayton C. Dovey, Jr. is awarded to one or more worthy and promising students with preference being given to

a needy and deserving scholar-athlete pursuing a major field of study in biology or economics.

Chris Ebert (1965) Memorial Fund: The fund was established in memory of Chris Ebert by his father and mother. The income is awarded annually to a needy student. First preference is given to a student who is pursuing a career in teaching or majoring in mathematics, and/or participating in intercollegiate wrestling; second preference is given to a student who is studying for the ministry.

The Charles L. "Dutch" Eby (1933) Scholarship Fund: The income from a fund established by the family and friends of Charles L. Eby is awarded to needy students. Preference is given to students who, beyond academic and personal qualifications, are residents of south central Pennsylvania and have demonstrated leadership ability through active participation and excellent performance in extracurricular activities.

Jacob C. Eisenhart and Rosa Bott Eisenhart Scholarship Fund: The income from a fund established by the J. C. Eisenhart Wall Paper Company is awarded to a deserving Lutheran preministerial student.

The Dwight D. Eisenhower Scholarship: Established by the Eisenhower Society in honor of the thirty-fourth President of the United States, a former resident of the community of Gettysburg and a friend and trustee of the College. The Society is dedicated to the preservation of the qualities and ideals of Dwight D. Eisenhower and the contributions which he made to world peace. The income from the fund is awarded to needy students who exemplify superior qualities of honesty, integrity, and leadership. Additional monies have been contributed to the fund through the R. M. Hoffman Memorial Scholarship Fund.

The Dwight D. Eisenhower /Conrad N. Hilton Scholarship: The income from funds received from the Conrad N. Hilton Foundation are used to support the tuition cost for a semester of study abroad for one student per year. The scholarship will be competitively awarded to a student who shows through career aspirations and corresponding curriculum choices, an appreciation of the role that travel, global trade, and cross-cultural exchange can play in fostering international understanding.

Eisenhower Leadership Scholarships: The income from the fund is awarded to class valedictorians and salutatorians, presidents of the student council and other leaders.

Clarence A. Eyler (1880) and Myrtle B. Eyler Scholarship Fund: The income from a bequest is awarded to a worthy Lutheran preministerial student.

Annie C. Felty Scholarship Fund: The income from the fund is given to a needy and deserving student.

H. Keith and Dorothy S. Fischer Scholarship Fund: The income from the fund is awarded to a first year student and may be continued up to four years. Preference will be given to pre-medical students or students majoring in natural science.

Wilbur H. Fleck (1902) Memorial Scholarship Fund: The income from a bequest is awarded to a graduate cum laude of the Protestant faith of the Wyoming Seminary.

Donald D. Freedman, M.D. (1944) and Richard S. Freedman, D.V.M. (1973) Scholarship Fund: The income from the fund is awarded to a junior or senior, with preference given to students who are pursuing the study of medicine, dentistry, or veterinary medicine and participating in varsity athletics.

David Garbacz (1964) Scholarship Fund: The income from a fund established by Gerald G. Garbacz and his family is awarded to students who, beyond academic and personal qualifications, pursue a major in economics.

Dr. Daniel F. Garland (1888) Scholarship Fund: The income from the fund is awarded to a deserving ministerial student.

Richard W. Gaver (1966) Memorial Scholarship Fund: The income from a fund contributed by Dr. and Mrs. Leo J. Gaver in memory of their son is awarded to a worthy student, preference being given to a premedical student.

Gettysburg College Alumni Association Scholarship Fund: Formerly the Gettysburg College Alumni Loan Program of 1933, the Gettysburg College Alumni Association Scholarship Fund was established in 1984. The income from the fund is to be awarded annually. Preference shall be given to sons or daughters of alumni in accordance with criteria established by Gettysburg College.

Lorna Gibb Scholarship Fund: The income from a fund established by the Gibb Foundation in memory of the Foundation's founder is awarded to needy students who have demonstrated good academic ability as well as the willingness to contribute to the Gettysburg campus community in other ways.

The Millard E. Gladfelter (1925) Scholarships: The income from a fund established by Millard E.

Gladfelter is awarded to first-year students and may be continued up to four years, preference is given to students from York County, Pennsylvania.

Charles E. and Mary W. Glassick Scholarship Fund: The income from a fund established by the Board of Trustees in honor of President and Mrs. Glassick is awarded to one or more worthy and promising students.

Dr. and Mrs. James E. Glenn Scholarship Fund: The income from a fund contributed by J. Donald Glenn (1923) in memory of his parents is awarded to a worthy student preparing for the Christian ministry or the medical profession.

Gordon-Davis Linen Supply Company Scholarship Fund: The income from a fund contributed by the Company is awarded to a deserving student.

Grand Army of the Republic Living Memorial Scholarship Fund: The income from a fund donated by the Daughters of Union Veterans is awarded to a needy and deserving student, preferably the descendant of a Union veteran.

The Dr. H. Leonard Green Scholarship Fund: The income from this fund, established by the family and friends of Dr. H. Leonard Green, is awarded to worthy and promising students in need of scholarship funds, with preference given to students majoring in religion or philosophy.

Ida E. Grover Scholarship Fund: The income from a bequest is awarded to a needy and deserving student.

The Merle B. and Mary M. Hafer Scholarship Fund: The income from a bequest from the estate of Mary M. Hafer is awarded to a deserving student, preferably one preparing for the Christian ministry.

John Alfred Hamme (1918) Scholarship Fund: The income from a fund given by Mr. Hamme is awarded to a deserving student.

Marie H. Harshman Scholarship Fund: The income from a bequest made by Marie H. Harshman is awarded to a Lutheran student preparing for the ministry. Preference is given to a student who intends to enroll at the Lutheran Theological Seminary of Gettysburg.

The Robert W. Hemperly (1947) Memorial Fund: The fund was established in memory of Dr. Hemperly by Mr. and Mrs. G. M. Easley. The income is awarded annually to one or more needy students of high academic ability and outstanding personal

qualifications, preference being given to a student preparing for a career in medicine or dentistry.

The Rev. Clinton F. Hildebrand, Jr. (1920) and Mrs. Clinton F. Hildebrand, Jr. Scholarship Fund: The income from a fund is used to aid worthy preministerial students.

Edgar L. Hildebrand (1928) Scholarship Fund: The income from a fund established by Louis O. Hildebrand as a memorial to his son Edgar L. Hildebrand is awarded each year to worthy students of the College.

The Pearl Hodgson Scholarship Fund: The income from a bequest from Pearl Hodgson to the York and York County Sub League of the Woman's League of Gettysburg College and established by the Woman's League of Gettysburg College in honor of Pearl Hodgson is awarded annually to needy and deserving students.

The Arthur D. Hunger, Sr., M.D. (1910) Scholarship: A fund established by Arthur D. Hunger, Jr. (1939) and Josephine T. Hunger (1940) in honor of Arthur D. Hunger, Sr. The income from the fund is awarded to a junior or senior who demonstrates academic excellence and leadership and who is studying for a medical, dental, veterinary or biological research profession.

Dr. and Mrs. Leslie M. Kauffman Scholarship Fund: The income from a fund donated by Dr. Leslie M. (1890) and Nellie G. Kauffman is awarded to a deserving student, preference being given to students from Franklin County, Pennsylvania, or preministerial or premedical students.

Spurgeon M. Keeny and Norman S. Wolf Scholarship Fund: The income from a fund contributed by Dr. Spurgeon M. Keeny (1914) and his son, Spurgeon M. Keeny, Jr., in honor of the Reverend Norman S. Wolf is awarded to one or more worthy students.

Hon. Hiram H. Keller (1901) Scholarship Fund: The income from a bequest by Mr. Keller, a former trustee, is granted on the basis of need and ability, preferably to applicants from Bucks County, Pennsylvania.

Alvan Ray Kirschner Scholarship Fund: The fund was established by Mr. and Mrs. C. J. Kirschner in memory of their son who lost his life in World War I. The income from the fund is awarded to two students, preference being given to applicants from Hazleton and vicinity.

Klette Scholarship Fund: The income from a fund established by Dr. Immanuel Klette (1939) and friends in honor of Mrs. Margaret Klette is awarded to a student

(or students) whose activities evidence an innovative accomplishment and potential in the promotion of human betterment.

Kathleen M. and Samuel W. Knisely (1947) Scholarship Fund: The income from a fund established by Dr. and Mrs. Samuel W. Knisely is awarded to students majoring in, or intending to major in, biology or chemistry who show promise for contributions to their chosen field of study.

The Rev. Frederick R. Knubel (1918) Memorial Scholarship Fund: The income from a fund given by John McCullough (1918) in memory of his classmate, is awarded to an outstanding senior ministerial student who has financial need.

Charles L. Kopp (1909) Scholarship Fund: The income from a bequest of the estate of Grace Shatzer Kopp is awarded to one or more worthy and promising students majoring in the humanities.

Bernard S. Lawyer (1912) Scholarship Fund: The income from a bequest shall be awarded to needy and deserving students, preference to be given first to members or former members of St. Mary's Evangelical Lutheran Church, Silver Run, Maryland, and second to members or former members of Evangelical Lutheran Churches in Maryland and Pennsylvania.

Clarence Gordon and Elfie Leatherman Scholarship Fund: The income from a fund given by the Leathermans is awarded to a deserving preministerial student.

The Rev. H. J. H. Lemcke (1860) Memorial Scholarship Fund: The income from a fund given by Ruth Evangeline Lemcke in memory of her father is awarded to worthy male students who are graduates of Pennsylvania secondary schools.

Frank M. Long (1936) Memorial Scholarship Fund: The income from a fund is given in memory of Frank M. Long to worthy students.

Kenneth C. Lundeen (1966) Scholarship Fund: The income from a fund established by James and Diana Topper in honor of Kenneth Lundeen is awarded to one or more deserving and promising students who may be in a pre-law curriculum.

The Lutheran Brotherhood Fund for Lutheran Students: The income from a fund established by The Lutheran Brotherhood to be awarded to one or more worthy and promising Lutheran students who demonstrate financial need.

Charles B. McCollough, Jr. Memorial Scholarship Fund: The income from a fund provided by Charles B. McCollough (1916) and Florence McCollough in memory of their son, and by H. R. Earhart in memory of his grandnephew, is awarded to one or more worthy male students.

The Robert McCoy Scholarship Fund: The income from a fund established by the family and friends of Robert McCoy is awarded to one or more worthy and promising students.

William R. McElhiney (1936) Scholarship Fund: The income from a fund provided by William R. and Pauline McElhiney to be awarded annually and to be divided equally among needy and deserving students who demonstrate an interest in the College band and the College choir.

Mahaffie Scholarship Fund: A fund initiated by Ralph Mahaffie (1922) in honor of his brother James Eugene Mahaffie (1916), the income of which will be awarded to worthy and promising students in need of scholarship funds.

Charles H. May (1904) Scholarship Fund: The income from a bequest by Mr. May is awarded to deserving male students from York County, Pennsylvania.

Dr. John E. Meisenhelder (1897) Scholarship Fund: The income from a bequest by Dr. Meisenhelder is awarded to a deserving student.

Jane S. Melber (1983) Memorial Scholarship Fund: The income from a fund established by Theodore W. and Lucile M. Melber in memory of their daughter is awarded to worthy and promising students for the study of music in Great Britain. If such students cannot be identified, junior or senior music students may receive the award.

Forrest L. Mercer (1908) Scholarship Fund: The income from a bequest by Forrest L. Mercer is awarded to a deserving and needy student.

J. Elsie Miller (1905) Scholarship Fund: The income from a bequest by Mr. Miller is awarded to a preministerial student.

Robert H. Miller (1938) and Paul D. Miller (1940) Brazilian Scholarship Fund: The income from the fund will be awarded to one or more worthy and promising students who are in need of scholarship funds. Recipients will be selected by the College, and

preference will be given to (1) a Gettysburg College student who wishes to go to Brazil for a semester or year of study at an accredited Brazilian federal or state university; (2) a Brazilian student studying at Gettysburg College; or (3) a graduating student from one of the American schools in Brazil who plans to enroll at Gettysburg College.

Miller-Dewey Scholarship Fund: The income from a bequest by the Rev. Adam B. Miller (1873) is awarded to a deserving student.

Rev. William J. Miller (1903) Scholarship Fund: The income from a bequest by Mary Willing Miller is awarded to worthy young persons. Preference is given to students preparing for the Lutheran ministry and especially to those from Tabernacle Evangelical Lutheran Church, Philadelphia, Pennsylvania.

Charles D. Moyer (1957) Scholarship Fund: The income from a fund contributed by Charles D. Moyer, his family, and friends is awarded to worthy and promising students in need of scholarship aid. Preference is given to students who can contribute to the ethnic and intercultural environment of the College.

Musselman Scholarship Fund: The income from a fund established by the Musselman Foundation, to be awarded to a deserving student, with preference given to sons or daughters of employees of the Musselman Fruit Product Division, Pet Incorporated.

Albert C. and Linda Neumann Endowment Fund: The income from a fund established by Albert C. Neumann (1964) is awarded to one or more worthy and promising students, with preference given to students with an interest in pursuing a career in the health sciences.

John Spangler Nicholas (1916) Scholarship Fund: The income from a bequest by John Spangler Nicholas is awarded to a member of the junior or senior class of sterling character and high intellectual ability in the field of biology, preferably zoology.

Henry B. Nightingale (1917) Scholarship Fund: The income from the fund is awarded to worthy students who have successfully completed their first two years at the College.

Patrick F. Noonan (1965) Scholarship Fund: The income from the fund established by Patrick and Nancy Noonan will be awarded to one or more worthy and promising students who are in need of scholarship aid. Preference will be given to the student or

students who, beyond academic and personal qualifications, are majoring in management and have demonstrated leadership ability through active participation and excellent performance in extracurricular activities.

Nellie Oller and Bernard Oller Memorial Scholarship Fund: The income from a bequest by Ida R. Gray in memory of her daughter and son-in-law is awarded to a deserving student, preference being given to a Lutheran applicant from Waynesboro, Pennsylvania.

One in Mission Scholarship Fund: The income from a fund established by the One in Mission Campaign of the Evangelical Lutheran Church in America is awarded to worthy and deserving students, with preference for students who are Lutheran.

Lovina Openlander Scholarship Fund: The income from the fund is awarded to needy and deserving students.

Thomas O. Oyler Scholarship Fund: The income from a fund provided by Thomas O. Oyler, Sr., and his wife, Janet B. Oyler, in honor of their children, Thomas O. Oyler, Jr., Jane A. Oyler, Jerome P. Oyler, William J. Oyler (1977), and Susan T. Oyler (1985), to be awarded annually to a deserving Pennsylvania student whose major is Management or German, with elective courses in the other field of study.

C. Eugene Painter Scholarship Fund: The income from a fund established by C. Eugene Painter (1933) is awarded to one or more worthy and promising students, with preference given to students majoring in chemistry.

The Lillian M. and William H. Patrick, Jr. (1916) Scholarship Award: The income from a bequest by William H. Patrick, Jr. is awarded on a competitive basis to students with musical ability who demonstrate financial need.

Hugo Paul Family Scholarship Fund: The income from a bequest from C. Gloria Paul is awarded to a capable, needy, and deserving student, to complete his or her college education.

Willard S. Paul Scholarship Fund: The income from a fund contributed in his honor by friends of the College on the occasion of President Paul's retirement and thereafter awarded to a deserving student.

Earl G. Ports (1923) Scholarship Fund: The income from a fund provided by Horace G. Ports (1925) in memory of his brother is awarded to a worthy student, preferably in the field of physics.

Dr. and Mrs. Carl C. Rasmussen Scholarship Fund: The income from a fund donated by the Reverend Carl C. (1912) and Alma I. Rasmussen is awarded to a deserving student. Preference is given to a student preparing for the ministry in the Lutheran Church.

Rev. Clay E. Rice (1911) Scholarship Fund: The income from a fund established by Minnie Catherine Rice in honor of her husband, Rev. Clay E. Rice, is awarded to a student preparing for the ministry.

John S. and Luéne Rice Scholarship Fund: The income from a fund provided by Ellen F. and Luéne Rice, which is to be awarded to students of exceptional academic ability and outstanding promise of contributions to the College.

James A. Rider (1942) Scholarship Fund: The income from a fund established by James A. Rider is awarded to worthy and deserving students in financial need. Preference is to be given first to dependents of active employees of Thermos Industries, Inc., of Raleigh, North Carolina; second, to students who compete in intercollegiate athletics; and third, to students who may be orphans.

Lawrence E. Rost (1917) Fund: The income from a fund established by Jeanne Preus Rost in memory of her husband, Lawrence E. Rost, is awarded to deserving students, descendants of Charles A. Rost, Red Lion, York County, Pennsylvania, being given first consideration.

Philip P. Rudhart Scholarship Fund: The income from a bequest by Emma Bennix in memory of her brother is awarded to deserving male students.

Mary Sachs Scholarship Fund: The income from a fund established as a memorial to Mary Sachs is awarded to a needy and deserving student, preference given to a student in management whose interests are in retailing.

Charles Samph, Jr. Scholarship Fund: The income from a fund established by the friends and family of Charles Samph, Jr. is awarded to one or more worthy and promising students, with preference given to students who are involved in the campus Greek system, in the Reserve Officers Training Corps, and who major in mathematics.

Andrew C. Schaedler Foundation Scholarship: The income from a fund established as a memorial to Andrew C. Schaedler is awarded to worthy and needy students from Central Pennsylvania who graduated from a high

school located in Dauphin, Lebanon, Cumberland, York, Franklin, Lancaster, Perry, Mifflin, Adams, Northumberland, or Huntingdon Counties.

Calvin L. Schlueter Scholarship Fund: The income from a bequest by Calvin F. Schlueter is awarded to needy and promising students.

Scholarship for Community Service Leadership: The income from a fund established by Kenneth C. Lundeen is awarded to a first-year student and may be continued up to four years, preference is given to students who demonstrate an active interest in voluntary community service.

Brent Scowcroft Scholarship: The income from the fund is awarded to a needy and deserving student.

Gregory Seckler (1965) Memorial Scholarship Fund: The income from a fund given by Mr. and Mrs. J. M. Arnold, Sr. in memory of Gregory Seckler is awarded to a deserving student, preference being given to an English major.

Ralph E. Sentz (1949) Scholarship Fund: The income from a fund provided by Ralph E. Sentz, loyal alumnus and member of the Board of Fellows of Gettysburg College, and his wife, Veronica, to be awarded annually to needy and deserving students, preference being given to those with disabilities.

Samuel Shaulis (1954) Memorial Scholarship: The income from a fund established by Barry B. Wright (1955) and the other friends and family of Samuel Shaulis is awarded to one or more worthy and promising students, with preference given to students who, beyond other academic and personal qualifications, have a special interest in extracurricular activities.

Joseph T. Simpson/Dwight D. Eisenhower Scholarship Fund: A fund established by the friends and colleagues of Joseph Simpson, the income of which shall be available to worthy and promising students in need of scholarship aid, with preference given to those students with exceptional leadership ability.

Edgar Fahs Smith (1874) Scholarship: The income from a fund provided by Margie A. Smith in honor of her father, Edgar Fahs Smith, is given to a student recommended by the Chemistry Department.

Albert E. Speck (1927) Scholarship: The income from the fund is awarded to a first-year student and may be continued up to four years.

Mary Ann Ocker Spital Scholarship Fund: The income from a bequest is awarded to a qualified male student.

Edward J. Stackpole Scholarship Fund: The income from a fund contributed by the friends of General Stackpole is awarded to a deserving student, preference being given to a student in American history interested in the Civil War.

The Rev. Milton H. Stine (1877) and Mary J. Stine Memorial Scholarship Fund: The income from a fund provided by Dr. Charles M. A. Stine (1901) in memory of his parents is awarded to a preministerial student.

Earl K. Stock Scholarship Fund: The income from a bequest from Earl K. Stock (1919) is awarded to one or more needy and deserving students.

Bob (1933) and Betty Stockberger Scholarship Fund: The income from the fund is awarded to needy and promising students.

F. Stroehmann Scholarship Fund: The income from a fund established by the family of F. Stroehmann is awarded to one or more needy and deserving students.

Dr. J.H.W. Stuckenberg Scholarship Fund: The income from a bequest by Dr. Stuckenberg is awarded to a qualified student.

Surdna Foundation Scholarship Fund: The income from a gift of the Surdna Foundation is awarded to students of exceptional academic ability and outstanding promise of contributions to the College.

Rev. Viggo Swensen (1931) and Martha Swensen Scholarship: The income from the fund is awarded to a first-year student and may be continued up to four years.

Warren L. Swope (1943) Scholarship Fund: The income from a fund contributed by Warren L. Swope, a career diplomat, is awarded to a qualified student, preference being shown to students of American parentage who have spent a significant portion of their pre-college years abroad.

Raymond A. Taylor (1937) Scholarship Fund: The income from a fund established by Dr. and Mrs. Raymond A. Taylor is awarded to one or more worthy and promising students.

William J. (1929) and Ruth Krug Thomas (1928) Scholarship Fund: The income from a fund given by the Thomases in gratitude for the contribution the College has made toward the enrichment of their lives, to be given to worthy students, preferably English majors.

Colonel Walter K. Thrush Fund: The income from a fund provided by the estate of Edna L. Thrush in memory of her husband, Walter K. Thrush (1919), to assist a student who is a member of ATO Fraternity endeavoring in the field of engineering, the recipient to be chosen by the Trustees of the College.

Robert and Donna Tillitt Scholarship Fund: The income from a fund established by Mr. and Mrs. Robert Tillitt is awarded to one or more needy and deserving students who have an interest in music.

Martin L. Valentine (1912) Scholarship Fund: The income from a bequest by Martin L. Valentine is awarded to a needy and deserving student majoring in chemistry.

Lloyd Van Doren Scholarship Fund: The income from a fund established by Tempie Van Doren is awarded to one or more needy and deserving students.

Parker B. Wagnild Scholarship Fund: The income from a fund contributed by alumni and friends of the Gettysburg College Choir is given to needy and deserving music students.

The John G. Walborn (1937) Scholarship Fund: The income from a fund provided by John G. Walborn is given to needy and deserving students, preferably those majoring in economics or management.

The Stuart Warrenfeltz Memorial Fund: The income from a bequest by Ethel Warrenfeltz McHenry in memory of her son Stuart Warrenfeltz is awarded to a worthy young man, preference being given to students from Funkstown, Washington County, Maryland.

Dr. Rufus B. Weaver (1862) Scholarship Fund: The income from a bequest by Dr. Weaver is awarded to deserving students.

The Rev. David Sparks Weimer and Joseph Michael Weimer/Dwight D. Eisenhower Scholarship Fund: A fund initiated by Mrs. Ralph Michener, daughter and sister of David and Joseph Weimer, the income of which will be awarded to worthy and promising students in need of scholarship aid.

Senator George L. Wellington Scholarship Fund: The income from a bequest by Mr. Wellington is awarded to a deserving Lutheran preministerial student.

Mary E. Werner Scholarship Fund: The income from a bequest to Gettysburg College from the estate of Mary E. Werner is awarded to a preministerial student, with preference given to students from Glen Rock, Pennsylvania, or York County, Pennsylvania.

Richard C. Wetzel Scholarship: The income from a fund contributed by Richard C. Wetzel is awarded to a deserving and needy student.

Stella Moyer Wible (1927) Scholarship Fund: The income from a fund established by Helen A. Moyer is awarded to worthy and promising students with an outstanding record of academic achievement.

Bertram M. Wilde Scholarship Fund: The income from a fund established by members of the family of Bertram M. Wilde is awarded to worthy and promising students, with preference given to students who have demonstrated superior character and industry as well as diverse interests and active participation in extracurricular as well as academic affairs.

Jeremiah A. Winter and Annie C. Winter Memorial Scholarship Fund: The income from a fund contributed by Amelia C. Winter in memory of her parents is granted to a needy and deserving student.

Woman's League Scholarship Fund: The income from a fund established by the Woman's General League of Gettysburg College to be awarded to needy and promising students.

Peter W. Wright Scholarship Fund: The income from a fund established by Peter W. Wright is awarded to one or more worthy students, with preference being given to students who have an interest and involvement in extracurricular activities and are members of Alpha Tau Omega Fraternity.

John T. Ziegler (1952) D.D.S. Scholarship Fund: The income from the fund is awarded to worthy and promising students, with priority given to those who have achieved the highest academic record, and preference given to students who have completed at least two years of course work and plan to enter the dental profession.

John B. Zinn Scholarship Fund: A fund established by friends and former students of Professor John B. Zinn, former Chairman of the Chemistry Department, to provide support for promising students who demonstrate need, with preference given to students preparing for fields associated with the healing arts.

Loan Funds for Students

Milton T. Nafey and Mary M. Nafey Student Fund: A bequest from the estate of Mary M. Nafey provides a fund for student loans.

Eva R. Pape Student Loan Fund: A loan program made available by a bequest from the estate of Eva R. Pape of Gettysburg, Pennsylvania, to be assigned to students of high promise and financial need.

David Forry Powers Loan Fund: A fund established by Catherine N. Maurer in memory of her nephew, David Forry Powers (1962) to provide loans to worthy and promising students who demonstrate financial need.

Other Aid for Student Scholarships

AAL Lutheran Campus Scholarship: Aid Association for Lutherans makes available scholarship funds each year to assist needy students who hold membership with the Association. Selection of recipients is made by the College.

Frank D. Baker Scholarship Fund: An award available to aid worthy students in immediate need. Selection of recipients is made by the College.

Frank L. Daugherty (1922) Scholarship Fund: The income from a trust established by Frank L. Daugherty is awarded to a deserving York County resident who would not otherwise be able to attend Gettysburg College for a lack of finances. The recipient is selected by the College.

W. Emerson Gentzler (1925) Scholarship Fund: The income from a trust established by W. Emerson Gentzler is awarded to deserving students, with preference given to members in good standing of one of the 4-H Clubs of York County, Pennsylvania.

R. M. Hoffman Memorial Scholarship Fund: The income from a trust established by Margaret L. Hoffman in memory of her father is awarded annually as part of the Dwight D. Eisenhower Scholarship Program.

Christian R. and Mary E. Lindback Foundation Scholarship Fund: The scholarship is awarded preferentially to residents of New Jersey, Pennsylvania, Delaware, or Maryland who are of high character and ability.

Lutheran Brotherhood Lutheran Senior College Scholarship: The scholarships are awarded to Lutheran students who will begin their first year of post-secondary study at Gettysburg College. Recipients are selected by Gettysburg College on the basis of scholastic achievement, religious leadership, and financial need.

Lutheran Brotherhood Members' Scholarship Program: Established to assist Lutheran Brotherhood members attending accredited post-secondary institutions. Information is available from Lutheran Brotherhood, 625 Fourth Avenue South, Minneapolis, Minnesota 55415.

Guy L. Moser Fund: Mr. Guy L. Moser established a trust fund to support grants to students from Berks County, Pennsylvania who are majoring in history or political science and who rank in the upper third of their class. Applications for these grants should be made directly to Mr. Richard V. Grimes, Hamilton Bank, 515 Penn Street, Reading, Pennsylvania 19603.

Charlotte L. Noss Scholarship Fund: The income from a trust established by Charlotte Noss is awarded to a deserving female student from York County, Pennsylvania who will not otherwise be able to attend Gettysburg College for a lack of finances. The recipient is selected by the College.

The Ernest D. Schwartz (1916) Scholarship Fund: The income from a fund established in memory of Ernest D. Schwartz is awarded to a needy and worthy student. The recipient is selected by the College.

Weaver-Bittinger Classical Scholarship: The income from a trust created by Rufus M. Weaver (1907) is awarded to a needy and deserving student(s) who has demonstrated outstanding academic achievement. Recipients are selected by Gettysburg College.

Weaver Classical-Natural Science-Religion Scholarship: The income from a trust created by Rufus M. Weaver (1907) is awarded to a deserving student pursuing a classical, natural science, or religion course of instruction. Recipients are selected by Gettysburg College.

Rufus M. Weaver Mathematical Scholarship: The income from a trust created by Rufus M. Weaver (1907) is awarded to deserving students pursuing a mathematical course of instruction. Recipients are selected by Gettysburg College.

State and Federal Grant Programs

Federal Pell Grant: A federal grant program to enable students to attend colleges and universities, and is available to students with the highest levels of need. Application for this grant is through the Free Application for Federal Student Aid.

Pennsylvania Higher Education Grant: An award given to students who are residents of Pennsylvania, selected on the basis of financial need. Information on these grants should be acquired from the secondary school guidance office.

There are other states with scholarships and/or grant programs. The states which have most recently made grant awards to students attending Gettysburg College are Connecticut, Delaware, Maryland, Ohio, Rhode Island, Vermont, West Virginia, and the District of Columbia. Further information may be available at secondary school guidance offices.

State and Federal Loan Programs

Federal Stafford Loan: These programs allow the student to borrow directly from a bank, savings and loan association or other participating lender. First-year students may borrow \$2,625; that increases to \$3,500 during the second year, and third and fourth-year students are eligible to borrow up to \$5,500; maximum total borrowing for all undergraduate study is \$23,000. The rate of interest for these loans is set at the bank equivalent rate for 91-day Treasury bills, plus 3.10%. New rates will be announced each July 1 for the entire year, and rates of interest cannot exceed 9%. The rate of interest until July 1993 is 6.94%.

Federal Parent Loan for Undergraduate Study: Parents of dependent undergraduate students may borrow through the PLUS Loan Program to help finance educational costs. The maximum loan per year is limited to the cost of education minus other aid that the student has received. Repayment begins within 60 days of loan funds being advanced and the maximum repayment period is 10 years. Interest rates will be set on July 1 on the basis of Treasury bills plus 3.10%, but not to exceed 10%. Applications for the PLUS Loan are made through any participating bank or other lending agency. The interest rate until July of 1993 is 7.31%. PLUS Loans are disbursed on a co-payable basis to the borrower and the College. Each loan disbursement is subject to a 5% origination fee.

PLATO Loan Program

The College has affiliated with PLATO through University Support Services of Herndon, Virginia. Loans of \$1,500 to \$25,000 per year are offered to students and/or parents. Repayment of principal and interest normally begins within thirty days of borrowing, but student loans can be deferred (repayment of interest only) while enrolled in College. Applications are available through the Office of Financial Aid.

Other Education Loans

In addition to PLATO, there are other student/parent loan plans for education. One such option is EXCEL through Nellie Mae and the Education Resources Institute. EXCEL offers loans of up to \$20,000 per year, with a maximum twenty-year repayment period.

A similar plan is offered through TERI Loans. Both programs are based in Massachusetts, but are national in scope. More information is available through the Office of Financial Aid.

Tuition Payment Plans

See page 170 in the Comprehensive Academic Fee Plan section.

Financial Aid for Off-Campus Study

Financial aid is available for programs of off-campus study (both domestic and study abroad) which are approved by the Academic Standing Committee. College Grant and Loan funds will normally be awarded for a maximum of two semesters of off-campus study through College-affiliated programs only.

International students are not eligible to receive College-funded financial aid for study abroad, except as documented to meet academic program requirements.





GETTYSBURG

Register

BOARD OF TRUSTEES ⁽¹⁾

1993-94 Academic Year

CHARLES E. ANDERSON (1984) **CHAIRPERSON**

Retired. ITT Corporation
Wilton, Connecticut

JAMES H. BRENNEMAN (1988) **VICE CHAIRPERSON**

Vice President, Operations & Planning
Bell Atlantic Enterprises
Philadelphia, Pennsylvania

THOMAS C. NORRIS (1974-1986) (1988) **SECRETARY**

Chairman, President & CEO
P. H. Glatfelter Co.
Spring Grove, Pennsylvania

HENRY S. BELBER, II (1989)

President & Chief Executive Officer
Trico Construction Co., Inc.
Devon, Pennsylvania

STEPHEN G. BISHOP (1992)

Prof. & Dir. of Eng. Research Center
University of Illinois
Champaign-Urbana, Illinois

CHARLES A. CAMALIER, JR. (1985)

Developer
Washington, DC

HERBERT C. CLINTON, III (1991)

Asst. VP, Nations Bank of Maryland
Silver Spring, Maryland

D. DAVID EISENHOWER, II (1990)

Historian
Berwyn, Pennsylvania

THOMAS P. GEAREY, III (1992)

Retired, U.S. Army
Cortez, Florida

BRUCE S. GORDON (1983)

Vice President-Marketing
Bell Atlantic
Arlington, Virginia

DORIS G. HAAS (1991)

Arendtsville, Pennsylvania

JAMES F. HARGREAVES (1990)

Senior Vice President
Butcher & Singer, Inc.
Johnstown, Pennsylvania

ROBERT D. HERSHEY, JR. (1990)

Reporter, New York Times
Washington, DC

H. SCOTT HIGGINS (1989)

Managing Director
Ark Asset Management Co., Inc.
New York City, New York

KRISTINE F. HUGHEY (1986)

Attorney
Media, Pennsylvania

EDWIN T. JOHNSON (1991)

Noble Lowndes/Johnson
Newtown, Pennsylvania

ROBERT S. JONES, JR. (1988)

President of Northern Operations
The Equitable
New York, New York

WILLIAM T. KIRCHHOFF (1988)

Executive Vice President
Cleveland Brothers Equipment Co., Inc.
Harrisburg, Pennsylvania

NANCY R. LETTS (1989)

Teacher
Strath Haven High School
Wallingford, Pennsylvania

E. JAMES MORTON (1991)

Director
John Hancock Mutual Life Insurance Co.
Boston, Massachusetts

ALBERT C. NEUMANN, M.D. (1986)

Founder and Medical Director
The Neumann Eye Institute
DeLand, Florida

THOMAS C. NORRIS (1974-1986) (1988)

Chairman, President & Chief Executive Officer
P. H. Glatfelter Co.
Spring Grove, Pennsylvania

RICHARD E. PATTERSON (1988)

Research Associate
E. I. Dupont de Nemours
Deepwater, New Jersey

PAUL R. ROEDEL (1987)

Chairman & Chief Executive Officer
Carpenter Technology Corporation
Reading, Pennsylvania

FREDERICK H. SETTELMEYER (1985)

Vice President
The Boston Company
Boston, Massachusetts

JOHN W. SHAINLINE (1989)

VP Emeritus
California State University
Long Beach, California

DONNA L. SHAVLIK (1985)

Director, Office of Women in Higher Education
American Council on Education
Washington, DC

F. BARRY SHAW (1987)

President & Chief Executive Officer
Wenger's Feed Mill, Inc.
Rheems, Pennsylvania

BRUCE R. STEFANY (1986)

President & Chief Executive Officer, Chubb
Securities Corporation
Senior Vice President, Chubb Life America
Concord, New Hampshire

JAMES R. THOMAS (1981-1987) (1989)

Retired Chairman & CEO
Best Foods Baking Group
CPC International, Inc.
Allendale, New Jersey

DENNIS H. TYLER (1988)

Subschool Principal
Robinson Secondary School
Fairfax, Virginia

JAMES M. UNGLAUBE (1988)

Director, Colleges & Universities
Evangelical Lutheran Church in America
Chicago, Illinois

DEBRA A. WALLEY (1990)

Attorney
Camp Hill, Pennsylvania

BARBARA TURNER WHITE (1991)

Executive Vice President
Turner-White Communications, Inc.
Wayne, Pennsylvania

BARRY B. WRIGHT (1986)

President
Metropolitan Personnel Services, Inc.
McLean, Virginia

CATHERINE ZARRELLA (1992)

President
Woman's General League of Gettysburg College
Hanover, Pennsylvania

***LAVERN H. BRENNEMAN (1962-1974) (1976-1988)**

Retired
York Shipley, Inc.
York, Pennsylvania

***RALPH W. COX (1972-1984)**

Retired
Connecticut General Life Insurance Co.
Savannah, Georgia

***F. WILLIAM SUNDERMAN, M.D. (1967-1979)**

Director
Institute for Clinical Science
Philadelphia, Pennsylvania

(1) The dates following the names indicate years of previous service and the beginning year of present service on the Board of Trustees.

*Honorary Life Trustees

TRUSTEES EMERITI

DANIEL J. ANDERSEN

Washington, DC

ALBERT R. BURKHARDT

Baltimore, Maryland

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Gettysburg, Pennsylvania

WILLIAM S. EISENHART, JR.

York, Pennsylvania

CHARLES H. FALKLER

York, Pennsylvania

PAUL L. FOLKEMER

Linthicum Heights, Maryland

MILLARD E. GLADFELTER

Jenkintown, Pennsylvania

HENRY W. GRAYBILL, JR.

Harrisburg, Pennsylvania

ANGELINE F. HAINES

Lutherville, Maryland

ROBERT D. HANSON

Harrisburg, Pennsylvania

HOWARD J. McCARNEY

Camp Hill, Pennsylvania

PAUL M. ORSO

Millersville, Maryland

AMES A. PERROTT

Baltimore, Maryland

SAMUEL A. SCHRECKENGAUST, JR.

Lemoyne, Pennsylvania

HERMAN G. STUEMPFLE, JR.

Gettysburg, Pennsylvania

JAMES I. TARMAN

State College, Pennsylvania

CHARLES W. WOLF

Gettysburg, Pennsylvania

IRVIN G. ZIMMERMAN

Swarthmore, Pennsylvania

Administration

(1992-1993 Academic Year)

President

Gordon A. Haaland 1990-

A.B., Wheaton College;

Ph.D., State University of New York at Buffalo

Janet Morgan Riggs 1991-

Assistant to the President

B.A., Gettysburg College;

M.A., Princeton University;

Ph.D., Princeton University

Salvatore Ciolino 1971-

Director for Institutional Analysis

B.A., State University of New York at Geneseo;

M.S., State University of New York at Albany;

D.Ed., Nova University

Charles W. Winters 1989-

Director of Intercollegiate Athletics

B.S., M.Ed., Bowling Green State University

Jack Bream 1992-

Orange and Blue Club Executive Director

John W. Campo 1985-

Head Coach/Baseball

Assistant Coach/Football

B.S., University of Delaware;

M.S., Queens College of the City

University of New York

Michael P. Cantele 1990-

Athletic Trainer Certified

B.A., Gettysburg College;

M.S., Old Dominion University

Joseph D. Donolli 1971-

Athletic Trainer Certified

B.S., University of Delaware;

M.Ed., Temple University

Doreen M. Drexel 1984-

Coordinator of Women's Athletics

Head Coach/Women's Volleyball

B.S., M.S., Frostburg State University

Henry Janczyk 1987-

Head Coach/Lacrosse

B.A., Hobart College;

M.A., Albany State University

Robert B. Kenworthy 1965-
Director of Sports Information

Michael T. Kirkpatrick 1989-
Head Coach/Women's Basketball
Head Coach/Women's Softball
A.A., Community College of Allegheny - Boyce
Campus;
B.S., University of Pittsburgh at Johnstown

Deirdre M. Reich 1989-
Director of Campus Recreation
B.S., Old Dominion University;
M.S., University of Kentucky

George R. Petrie 1989-
Head Coach/Basketball
Head Coach/Golf
B.A., Lebanon Valley College;
M.Ed., University of Utah

William H. Pfitzinger 1991-
Head Coach/Women's Tennis
B.S., Roanoke College

Michael K Rawleigh 1985-
Head Coach/Swimming
B.A., University of North Carolina at Chapel Hill;
M.S., Western Maryland College

Joseph J. Reich 1989-
Assistant Coach/Football
Assistant Coach/Lacrosse
B.A., Gettysburg College

J. Edward Riggs, Jr. 1984
Head Coach/Track and Field
Head Coach/Cross Country
B.A., Gettysburg College;
M.Ed., Western Maryland College

Barry H. Streeter 1975-
Head Coach/Football
B.A., Lebanon Valley College;
M.S., University of Delaware

Todd D. Wawrousek 1990-
Head Coach/Women's Soccer
B.S., University of Pittsburgh;
M.Ed., Alfred University

David H. Wilson 1989-
Head Coach/Wrestling
Assistant Coach/Lacrosse
B.A., Bowdoin College;
M.S., United States Sports Academy

David W. Wright 1986
Head Coach/Soccer
Head Coach/Tennis
B.S., State University of New York at Cortland;
M.A., Brigham Young University

Provost
L. Baird Tipson 1987-
Provost and Professor of Religion
A.B., Princeton University;
M.Ph., Ph.D., Yale University

David L. Crouner 1967-
Acting Assistant Provost
B.A., Pacific Lutheran University;
M.A., Ph.D., Rutgers-State University of New Jersey

Liliane Floge 1990-
Assistant Provost
B.A., City College of New York;
M. Phil., Ph.D., Columbia University

G. Ronald Couchman 1967-
Registrar
B.A., Gettysburg College

Marilyn Hubbard 1990-
Coordinator of Off-Campus Studies and
International Student Affairs
B.A., Monmouth College (Illinois);
M.A., Southern Illinois University

Anne B. Showalter 1989-
Dean of Academic Advising
B.A., Elizabethtown College;
M.A., University of Iowa

Timothy M. Dodd 1990-
Associate Dean of Academic Advising
M.A., Fordham University;
ABD, University of Pittsburgh

Dennis R. Aebersold 1989-
Associate Provost for Computing
B.S., Occidental College;
Ph.D., Brown University

Michael D. Martys 1990-

Director of Technical Operations (Computing)
B.S., M.S., Illinois Institute of Technology

Dean F. Duncan 1991-

Director of Information Technology
B.A., M.U.A., The University of
North Carolina at Charlotte;
Ph.D., Emory University

William P. Wilson 1979-

Software Support Coordinator (Computing)
B.A., Gettysburg College;
M.A., Ph.D., University of Connecticut

Tod M. Maki 1989-

Micro Support Coordinator (Computing)
Diploma, Duluth Business University;
B.S., University of Wisconsin - Superior

Jeanne D. Kostishack 1990-

Writer, Editor in Information Technology
(Computing)
B.A., University of Pittsburgh

Gail P. Rankin 1990-

Computer Store Manager
B.A., University of New Hampshire

David P. Steinour 1986-

Systems Specialist (Computing)
Diploma, Computer Learning Center

Martha M. Myricks 1991-

Microcomputer Support/Training
B.A., San Francisco State University

Willis M. Hubbard 1983-

College Librarian
B.A., Monmouth College (Illinois);
M.S., University of Illinois;
M.A., Southern Illinois University

David T. Hedrick 1972-

Special Collections Librarian
B.A., Emory and Henry College;
M.A., University of Denver

Anna Jane Moyer 1961-

Readers' Services Librarian
A.B., Susquehanna University;
M.S.L.S., Drexel University

Frances H. Playfoot 1971-

Assistant Readers' Services Librarian
B.A., The George Washington University;
M.S.L.S., Shippensburg University

Lee Alan Krieger 1989-

Technical Services Librarian
B.A., M.L.S., University of Pittsburgh

S. Katherine Johnson 1989-

Assistant Technical Services Librarian
A.S., B.S., Ferrum College;
M.S., Columbia University

E. Carolyn White 1988-

Circulation Librarian/Assistant Director,
Instructional Media Services
B.A., University of Pittsburgh;
M.A., Middlebury College;
M.L.S., State University of New York at Albany

Xiaofeng (John) Zhu 1990-

Systems and Automated Services Librarian
B.S., Sichuan University, Chengdu, China;
M.L.I.S., Columbia University

Peter Stitt 1986-

Editor
THE GETTYSBURG REVIEW
Professor of English
B.A., M.A., University of Minnesota;
Ph.D., University of North Carolina-Chapel Hill

Emily W. Ruark 1991-

Managing Editor
THE GETTYSBURG REVIEW
B.A., University of North Carolina at Greensboro

Jeffery B. Mock 1991-

Assistant Editor
THE GETTYSBURG REVIEW
B.A., University of Iowa;
M.F.A., University of Alabama

Parker C. Johnson 1992-

Dean of Intercultural Resources
B.A., Williams College
Ed.M. in Administration, Planning and Social Policy,
Harvard University

Admissions/Financial Aid**Delwin K. Gustafson** 1967-

Dean of Admissions

B.A., Augustana College (Illinois);

J.D., University of Nebraska Law School

Daniel A. Dundon 1972-

Associate Dean of Admissions

B.A., State University of New York at Buffalo;

M.A., Eastern Michigan University

Gail Sweezy 1983-

Associate Dean of Admissions

B.A., Allegheny College

Darryl W. Jones 1985-

Assistant Dean of Admissions

B.A., Pennsylvania State University

Heather Deardorff 1990-

Admissions Counselor

B.A., Franklin and Marshall College

Susan C. Hill 1991-

Admissions Counselor

B.A., Gettysburg College

Karen Long 1988-

Assistant Director of Admissions

B.A., Siena College

Jill K. Trott 1990-

Assistant Director of Admissions

B.S., College of William and Mary

David E. Trott 1988-

Assistant Director of Admissions

B.A., Gettysburg College

Ronald L. Shunk 1983-

Director of Financial Aid

B.A., M.Ed., Pennsylvania State University

John Z. Kelley 1992-

Assistant Director of Financial Aid,

Admissions Counselor

B.S., Alfred University

M.S., Syracuse University

Julie L. Ramsey 1981-

Dean of the College

B.A., Denison University;

M.A., Indiana University

Dennis Murphy 1990-

Associate Dean of the College

B.A., Saint Francis College (Pennsylvania);

M.S., Shippensburg University of Pennsylvania;

Ed.D., Indiana University

Margaret-Ann Marshall 1986-

Associate Dean of the College

B.A., Texas Women's University;

M.A., Hood College

Robert C. Nordvall 1972-

Acting Dean of First Year Students

B.A., DePauw University;

J.D., Harvard Law School;

Ed.D., Indiana University

Deborah M. Wailes 1991-

Director of Career Services

B.A., Wilmington College;

M.H.S., Lincoln University

Eugene Durkee 1990-

Assistant Director of Career Services

B.A., Rutgers College, Rutgers University;

M.T.S., Boston University of Theology

Frederick Kinsella 1991-

Director of Student Health Services

B.S., Wagner College;

M.S., Wagner College;

Post-Master's Certificate, University of Virginia

William H. Jones 1964-

Coordinator of Counseling

B.A., Eastern Nazarene College;

M.A., University of Wisconsin;

Ed.D., Boston University

Frances Parker 1980-

Counseling Psychologist

B.A., M.A., University of Kentucky

Harriet Barriga Marritz 1989-

Counselor/Drug Education Coordinator

B.A., Lafayette College;

M.S., Millersville University of Pennsylvania

Meridith Moran 1992-

Director of the College Union

B.A., University of Kentucky

M.S., Indiana University

Thomas S. Dombrowsky 1991-
Director of Greek Life
B.A., University of Rhode Island;
M.A., Morgan State University

Claudia A. Karkula 1989-
Assistant Director of Residence Life
B.Ed., M.Ed., University of Missouri at Columbia

Susanne E. Nicholson 1991-
Assistant Director of Residence Life
B.S., James Madison University
M.S., Miami University

Timothy P. Rupe 1992-
Director of Residence Hall Programs
B.S., Susquehanna University;
M.S., Shippensburg University

Lynn Comber 1992-
Assistant Director of Student Activities
B.S., University of Vermont;
M.A., Boston College

Karl J. Mattson 1977-
Director, Center for Public Service
B.A., Augustana College (Illinois);
B.D., Augustana Theological Seminary;
S.T.M., Yale Divinity School

Nadine F. Lehr 1992-
Chaplain
B.A., Concordia College
M.Div., Yale Divinity School

Treasurer

William P. Van Arsdale 1985-
Treasurer
B.S., Villanova University;
M.Ed., Antioch Graduate School of Education

Michael S. Malewicki 1976-
Assistant Treasurer
B.A., Gettysburg College
M.S., Shippensburg University of Pennsylvania;
M.B.A., Mt. St. Mary's College

Katherine C. McGraw 1988-
Controller
A.A., Harrisburg Area Community College;
A.B., Grove City College

Thomas Phizacklea 1982-
Director of Auxiliary Services
B.A., University of Pittsburgh at Johnstown;
M.B.A., Mt. St. Mary's College

Timon K Linn 1985-
Director of Safety and Security

Martin L. Crabill 1986-
Director of Physical Facilities

College Relations

Gary L. Lowe 1978-
Vice President for College Relations
B.S., Denison University;
M.S. Miami University

Ann H. Neitzel 1987-
Associate Vice President for Development
B.A., Ohio Wesleyan University

Daniel H. Comber 1991-
Director of Annual Giving
B.A., University of Vermont

Tilghman H. Moyer IV 1991-
Associate Director of Annual Giving/Phonathon
Director
B.A., Pennsylvania State University

Paula Thomas 1991-
Associate Director of Development/Corporate
and Foundation Grants
B.A., University of Pennsylvania

Gary D. Ragnow 1990-
Associate Director of Development/Director of Gift
Planning
B.A., University of Omaha;
J.D., University of Nebraska Law School

Michael W. Howard 1989-
Associate Director of Gift Planning
B.A., University of Maryland

Constance R. Heiland 1991-
Associate Director of Gift Planning
B.A., Miami University;
M.A., Miami University;
J.D., University of Dayton

Robert L. Mothersbaugh 1990-
Dir. of Developmental Services & Regional
Campaigns
B.S., Pennsylvania State University

William T. Walker, Jr. 1989-
Associate Vice President for Public Relations
B.A., M.A., University of Virginia

John M. McAndrew 1992-
Associate Director of Public Relations
B.A., King's College

Jerold Wikoff 1984-
Senior Editor
B.A., Stanford University;
M.A., Stanford University;
Ph.D., Stanford University

Susan Bryant 1989-
Associate Editor/Publications Coordinator
B.A., Bryn Mawr College;
Francais Diplome, International School of Geneva

Robert D. Smith 1965-
Sr. Reunion Gift Office & Assoc. Director of
Development
B.S., Gettysburg College;
M.S., Shippensburg University of Pennsylvania

Jean S. LeGros 1991-
Director of Alumni Relations
B.A., Gettysburg College

The Faculty (1992-1993 Academic Year)

Gordon A. Haaland 1990-
President and Professor of Psychology
A.B., Wheaton College;
Ph.D., State University of New York at Buffalo

L. Baird Tipson 1987-
Provost and Professor of Religion
A.B., Princeton University; M.Ph.,
Ph.D., Yale University

Emeriti
R. Henry Ackley 1953-1976
Professor of Music, Emeritus
B.A., Western Maryland College; Teacher's
Certificate in Voice, Peabody Conservatory of Music

Paul Baird 1951-1985
Professor of Economics, Emeritus
B.A., M.A., The Pennsylvania State University

Guillermo Barriga 1951-1981
Professor of Romance Languages, Emeritus
B.S. Columbian Naval Academy; M.A., Middlebury
College; Ph.D., University of Madrid

F. Eugene Belt 1966-1988
Professor of Music, Emeritus
A.B., Western Maryland College; M.A.,
New York University

A. Bruce Boenau 1957-1991
Professor of Political Science, Emeritus
A.B., Amherst College; A.M., Ph.D.,
Columbia University

Lois J. Bowers 1969-1992
Coordinator of Women's Athletics and Professor of
Health and Physical Education Emerita
B.S., Temple University;
M.Ed., Western Maryland College

Jay P. Brown 1947-1988
Bursar, Emeritus
Certificate, American Institute of Banking

Bruce W. Bugbee 1958-1992
Professor of History Emeritus
A.B., College of William and Mary;
A.M., Ph.D., University of Michigan

Mary G. Burel 1970-1986
Librarian Emerita
B. A., University of Oklahoma;
M.S.L.S., Florida State University

Albert W. Butterfield 1958-1972
Professor of Mathematics, Emeritus
B.S., United States Naval Academy;
M.S., University of Michigan

John F. Clarke 1966-1989
Professor of English, Emeritus
B.A., Kenyon College; M.A., Stanford University

Glendon F. Collier 1957-1983
Professor of German and Russian, Emeritus
B.A., Franklin and Marshall College;
M.A., University of California, Berkeley

Theodore C. Daniels 1954-1987

Professor of Physics, Emeritus

B.A., Oberlin College; Ph.D., Syracuse University

Helen H. Darrah 1961-1977

Professor of Biology, Emerita

B.S., M.S., University of Pittsburgh

Harold A. Dunkelberger 1950-1983

Professor of Religion, Emeritus

B.A., Gettysburg College;

B.D., Lutheran Theological Seminary, Gettysburg;

Ph.D., Columbia University;

D.D., Susquehanna University

Lewis B. Frank 1957-1986

Professor of Psychology, Emeritus

B.S., Franklin and Marshall College;

M.A., The Johns Hopkins University

Edwin D. Freed 1948-1951, 1953-1986

Professor of Religion, Emeritus

B. A., Gettysburg College; B.D., Lutheran Theological

Seminary, Gettysburg; Ph.D., Harvard University

Robert H. Fryling 1947-50, 1958-87

Professor of Mathematics, Emeritus

B.A., Gettysburg College;

M.S., Ph.D., University of Pittsburgh

Charles H. Glatfelter 1949-1989

Professor of History, Emeritus

B.A., Gettysburg College;

Ph.D., The Johns Hopkins University

Gertrude G. Gobbel 1968-1989

Professor of Psychology, Emerita

B.S., The Pennsylvania State University;

M.S., University of Illinois; Ph.D., Temple University

Roland E. Hansen 1973-1989

Business Manager, Emeritus

B.A., Nebraska Wesleyan University

J. Richard Haskins 1959-1988

Professor of Physics, Emeritus

B.S., University of Texas; Ph.D., Ohio State University

John T. Held 1960-1988

Professor of Education, Emeritus

B.A., Gettysburg College; M.A., Columbia University;

M.S., University of Illinois

Caroline M. Hendrickson 1959-1984

Professor of Spanish, Emerita

A.B., Wellesley College; M.A., Columbia University

Thomas J. Hendrickson 1960-1988

Professor of Physics, Emeritus

B.S., M.S., University of Michigan;

Ph.D., Iowa State University

Wade F. Hook 1967-1989

Professor of Sociology and Anthropology, Emeritus

A.B., Newberry College; B.D., Lutheran Theological

Southern Seminary; M.A., University of South

Carolina; Ph.D., Duke University

Robert T. Hulton 1957-1989

Director of Intercollegiate Athletics and Professor

of Health and Physical Education, Emeritus

B.A., Grove City College

R. Eugene Hummel 1957-1987

Coach and Professor of Health and Physical

Education, Emeritus

B.A., Gettysburg College; M.A., Columbia University

Chester E. Jarvis 1950-1980

Professor of Political Science, Emeritus

A.B., M.A., University of California, Berkeley;

Ph.D., University of Pennsylvania

Grace C. Kenney 1948-1987

Professor of Health and Physical Education, Emerita

B.S., New York University; M.A., Columbia University

Arthur L. Kurth 1962-1983

Professor of French, Emeritus

B.A., Yale College; Ph.D., Yale University

Jack S. Locher 1957-1987

Professor of English, Emeritus

M.A., University of Chicago;

Ph.D., University of Pennsylvania

Nancy C. Locher 1968-1988

Dean of Student Advisement, Emerita

B.A., Mary Baldwin College;

M.A., University of North Carolina

Rowland E. Logan 1958-1988

Professor of Biology, Emerita

A.B., University of California, Los Angeles;

M.S., Ph.D., Northwestern University

Richard T. Mara 1953-1989

Professor of Physics, Emeritus
B.A., Gettysburg College; M.S.,
Ph.D., University of Michigan

Edward F. McManness 1970-1988

Director of the College Union, Emeritus
B.S., M.S., East Texas State University;
M.B.A., Mt. St. Mary's College

M. Scott Moorhead 1955-1981

Professor of Mathematics, Emeritus
B.S., M.A., Washington and Jefferson College;
Ph.D., University of Pittsburgh

Ruth E. Pavlantos 1963-1988

Professor of Classics, Emerita
B.A., College of Wooster; M.A.,
Ph.D., University of Cincinnati

James D. Pickering 1954-1988

Professor of English, Emeritus
A.B., A.M., Wesleyan University;
Ph.D., Columbia University

Ingolf Qually 1956-1982

Professor of Art, Emeritus
B.A., St. Olaf College; B.F.A., M.F.A.,
Yale University

James H. Richards, Jr. 1974-1983

Librarian Emeritus
B.A., Wesleyan University; B.S.L.S., Columbia
University; M.A., Wesleyan University

Russell S. Rosenberger 1956-1981

Professor of Education, Emeritus
B.S., Geneva College; M.Litt., Ed.D.,
University of Pittsburgh

Calvin E. Schildknecht 1959-1979

Professor of Chemistry, Emeritus
B.S., Gettysburg College;
Ph.D., The Johns Hopkins University

Henry Schneider, III 1964-1981

Professor of German, Emeritus
A.B., M.A., Ph.D., Princeton University

W. Richard Schubart 1950-1981

Professor of Philosophy, Emeritus
A.B., Dartmouth College; A.M., Columbia University

Walter J. Scott 1959-1984

Professor of Physics, Emeritus
B.A., Swarthmore College; M.S., Lehigh University

Jack Douglas Shand 1954-1984

Professor of Psychology, Emeritus
B.A., Amherst College; M.A., Harvard University;
Ph.D., University of Chicago

Howard Shoemaker 1957-1985

Professor of Health and Physical Education, Emeritus
B.A., Gettysburg College; M.A., Columbia University

James F. Slaybaugh, Jr. 1964-1989

Professor of Education, Emeritus
A.B., Roanoke College; M.Ed.,
The Pennsylvania State University

Charles A. Sloat 1927-1968

Professor of Chemistry, Emeritus
B.S., Gettysburg College; M.A., Haverford
College; Ph.D., Princeton University

Janis Weaner 1957-1985

Professor of Spanish, Emerita
B.A., Mary Washington College of the University
of Virginia; M.A., New York University

Dexter N. Weikel 1962-1988

Professor of Music, Emeritus
B.S., Susquehanna University;
M.A., The Pennsylvania State University;
D.M.A., Peabody Conservatory of
The Johns Hopkins University

Conway S. Williams 1949-1980

Professor of Economics and Business
Administration, Emeritus
A.B., Columbia University;
M.S., Columbia University School of Business

Richard K. Wood 1969-1990

Director of Academic Computing, Emeritus
B.A., Earlham College;
M.S.(2), University of Wisconsin

Waldemar Zagars 1956-1974

Professor of Economics, Emeritus
Dr. oec., University of Riga

Current Faculty

James Agard 1982-

Associate Professor of Art
B.S., The State University of New York at New Paltz;
M.F.A., Rutgers University

Randolph R. Aldinger 1989-

Assistant Professor of Physics
B.S., Arizona State University;
Ph.D., University of Texas at Austin

Marie-Jose Arey 1988-

Assistant Professor of French
B.A., M.A., University of Florida;
Ph.D., Duke University

Charlotte E. S. Armster 1984-

Associate Professor of German,
Department Chairperson
B.A., Eastern Michigan University;
M.A., Middlebury College; Ph.D., Stanford University

Martha E. Arterberry 1989-

Assistant Professor of Psychology
B.A., Pomona College; Ph.D., University of Minnesota

Deborah H. Barnes 1992-

Assistant Professor of English
B.A., Tuskegee Institute; M.A., North Carolina
Agriculture & Technical State University;
Ph.D., Howard University

Robert D. Barnes 1955-

Dr. Charles H. Graff Professor of Biology
B.S., Davidson College; Ph.D., Duke University;
D.Sc., Davidson College

Edward J. Baskerville 1956-

Professor of English
B.S., Lehigh University; M.A., Ph.D., Columbia
University

Neil W. Beach 1960-

Associate Professor of Biology
B.S., M.S., Ph.D., University of Michigan

Temma F. Berg 1985-

Associate Professor of English
B.A., M.A., Ph.D., Temple University

Emelio Betances 1991-

Assistant Professor of Latin American Studies
B.A., Adelphi University; M.A., Ph.D., Rutgers,
The State University of New York

Mark E. Bingham 1992-

Assistant Professor of English
B.A., University of Mississippi; M.A., University of
South Florida; Ph.D., University of North Carolina
at Chapel Hill

Michael J. Birkner 1978-79, 1989-

Associate Professor of History
B.A., Gettysburg College;
M.A., Ph.D., University of Virginia

Gareth V. Biser 1959-

Associate Professor of Health and Physical
Education, Department Chairperson
B.S., Gettysburg College; M.S., Syracuse University

Gabor S. Boritt 1981-

Robert C. Fluhrer Professor of Civil War Studies
B.A., Yankton College; M.A., University of
South Dakota; Ph.D., Boston University

Robert F. Bornstein 1986-

Assistant Professor of Psychology
B.A., Amherst College;
Ph.D., State University of New York at Buffalo

Donald M. Borock 1974-

Associate Professor of Political Science
B.A., M.A., Ph.D., University of Cincinnati

Erna M. Brodber 1992-

Distinguished Visiting Professor of Global Studies
B.A., University College of the West Indies;
M.Sc., Ph.D., University of the West Indies

Judith A. Brough 1989-

Associate Professor of Education,
Department Chairperson
B.S., Ed.M., Shippensburg University of Pennsylvania;
Ed.D., State University of New York at Buffalo

Ronald D. Burgess 1980-

Associate Professor of Spanish,
Department Chairperson
B.A., Washburn University of Topeka;
M.A., Ph.D., University of Kansas

Leslie Cahoon 1988-

Assistant Professor of Classics
A.B., M.A., Ph.D., University of California, Berkeley

Kathleen M. Cain 1990-

Assistant Professor of Psychology
A.B., College of the Holy Cross;
A.M., Ph.D., University of Illinois at
Urbana-Champaign

A. Ralph Cavaliere 1966-

Professor of Biology
B.S., M.S., Arizona State University;
Ph.D., Duke University

Frank M. Chiteji 1988-

Associate Professor of History/Coordinator of
African American Studies
B.A., University of San Francisco; M.A.,
Ph.D., Michigan State University

Janet M. Claiborne 1985-

Associate Professor of Health and Physical Education
B.S., East Carolina University;
M.S., Florida State University;
Ed.D., University of North Carolina at Greensboro

Catherine B. Clay 1989-

Assistant Professor of History
B.A., Carleton College;
M.A., Ph.D., University of Oregon

Michael Contarino 1992-

Assistant Professor of Political Science
B.A., Connecticut College; A.M., Ph.D.,
Harvard University

Chan L. Coulter 1958-

William Bittinger Professor of Philosophy,
Department Chairperson
B.A., University of Iowa;
M.A., Ph.D., Harvard University

David J. Cowan 1965-

Associate Professor of Physics
B.S., M.A., Ph.D., University of Texas

David L. Crowner 1967-

Associate Professor of German and
Acting Assistant Provost
B.A., Pacific Lutheran University; M.A., Ph.D.,
Rutgers-The State University of New Jersey

Paul R. D'Agostino 1969-

Professor of Psychology
B.S., Fordham University;
M.A., Ph.D., University of Virginia

Edward G. DeClair 1991-

Assistant Professor of Political Science
B.A., University of South Florida;
M.A., Ph.D., Florida State University

Carolyn M. DeSilva 1982-

Associate Professor of Mathematics
B.A., Merrimack College; M.S., Northern Arizona
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GETTYSBURG COLLEGE
Office of the Provost
Calendar for 1993-94

FALL SEMESTER

August 26-29, Thursday-Sunday	Orientation and registration
August 30, Monday	Classes begin
October 1-3, Friday-Sunday	Fall Family Weekend
October 18-19, Monday-Tuesday	Reading days
October 20, Wednesday	Mid-semester reports
October 23, Saturday	Alumni Homecoming
November 12, Friday	Fall Convocation (11:00 a.m. classes cancelled)
November 23, Tuesday at 5:00 p.m.	Thanksgiving break begins
November 29, Monday at 8:00 a.m.	Thanksgiving break ends
December 10, Friday	Last day of classes
December 11, Saturday	Reading day
December 12-18, Sunday-Saturday	Final examinations

SPRING SEMESTER

January 16, Sunday	Registration
January 17, Monday	Classes begin
March 8, Tuesday	Mid-semester reports
March 9, Wednesday at 5:00 p.m.	Spring recess begins (Follow Friday schedule)
March 21, Monday at 8:00 a.m.	Spring recess ends
March 31, Thursday at 5:00 p.m.	Easter recess begins
April 5, Tuesday at 8:00 a.m.	Easter recess ends
April 23, Saturday	Get Acquainted Day
May 3, Tuesday	Follow Thursday schedule
May 5, Thursday	Last day of classes (Follow Friday schedule)
May 6, Friday	Reading day
May 7-14, Saturday-Saturday, noon	Final examinations
May 22, Sunday	Baccalaureate & Commencement
June 3-5, Friday-Sunday	Alumni Weekend

Date to be announced: Spring Honors Day

Statistical Summary

Students in College

1992 Full-Time Enrollment

Fall Semester

	M	W	Total
Senior	252	248	500
Junior	247	235	482
Sophomore	281	268	549
First Year	285	292	577
	1065	1043	2108

The above enrollment includes 109 students who were studying off campus.

Geographic Distribution Matriculated Students 1992 Fall Semester

	Number Of Students	Percent
Pennsylvania	577	27.3
New Jersey	458	21.7
New York	265	12.6
Connecticut	215	10.2
Maryland	166	7.9
Massachusetts.	94	4.4
Virginia.	63	2.9
Delaware	25	1.2
Florida	23	1.1
Other States	178	8.4
International (34 countries)	48	2.3
	2112	100.0

Student Retention

Of the students who entered Gettysburg as first year students in September 1988, 79.8% received their degree within four years; an additional 3.0% of the class continued at Gettysburg. Thirty-two students (5.6% of the class) were required to withdraw from Gettysburg for academic or disciplinary reasons.

Endowment Funds

Gettysburg College has benefitted over the years and continues to benefit from the income of funds contributed to the College's Endowment. Income from unrestricted endowment funds may be used for the general purpose of the College or for any special purposes; income from restricted endowment funds is used solely for the purpose specified by the donor. The generous support of the donors listed below has

been vital to the continuing success of the College.

(Unrestricted)

Allhouse Family Endowment Fund: In honor of William Craig Allhouse (1981) and Mrs. Catherine Reaser Allhouse (1924), and in memory of William Kenneth Allhouse (1925) and Richard Reaser Allhouse (1950).

Alumni Memorial Endowment Fund

Jackson Anderson (1977) and Laurene Anderson (1977)

E. W. Baker Estate

Frank D. Baker

Robert J. Barkley Estate

Charles Bender Trust

Fay S. Benedict Memorial Fund

H. Melvin Binkley Estate

Margarethe A Brinkman Estate

H. Brua Campbell Estate

Dr. John Chelenden Fund (1928) in honor of

John B. Zinn (1909)

Class of 1919 Fund

Class of 1926, 60th Reunion Fund

Class of 1971 Fund

Louise Cuthbertson: In memory of Arthur Herring,

Anna Wiener Herring and Louise Cuthbertson.

Charles W. Diehl, Jr. (1929)

Harold Sheely Diehl Estate

Geo. & Helen Eidam Trust

Faculty and Staff Memorial Endowment Fund

Ralph C. Fischer

Robert G. Fluhrer (1912)

The Ford Foundation

Walter B. Freed Estate

Owen Fries Estate

Richard V. Gardiner Memorial Fund

The Garman Fund: A perpetual family memorial.

The Gettysburg Times

Mamie Ragan Getty Fund

Frank Gilbert

Margaret E. Giles

Ralph and Katherine M. Gresh

James H. Gross Estate

William D. Hartshorne Estate

George G. Hatter (1911)

Adam Hazlett (1910)

J. Kermit Herter Trust

Ralph E. Heusner Estate

Joseph H. Himes (1910)

Marion Huey

John E. Jacobsen Family Endowment Fund

Bryan E. Keller Estate

Edmund Keller Estate

Caroline C. Knox

William J. Knox (1910)

Frank H. Kramer (1914) and Mrs. Kramer

Harris Lee Estate
Ralph D. Linderman Memorial Fund
The Richard Lewis Lloyd Fund in Memory of
Arthur C. Carty
Robert T. McClarin Estate
Ralph McCreary Estate
James MacFarlane Fund, Class of 1837
Dana and Elizabeth Mannors Memorial
J. Clyde Markel (1900) and Caroline O. Markel
Robert T. Marks
Fred G. Masters (1904)
A.L. Mathias (1926)
Ralph Mease Estate
John H. Mickely (1928): In memory of his brother
William Blocher Mickely.
Alice Miller
Thomas Z. Minehart (1894)
Ruth G. Moyer Estate, Professor's Endowment Fund
Bernice Baker Musser
Helen Overmiller
Ivy L. Palmer
Joseph Parment Company
Andrew H. Phelps
C. Lawrence Rebuck
Mary Hart Rinn
Carroll W. Royston Estate
Sarah Ellen Sanders
Robert and Helene Schubauer Estate
Anna D. Seaman
A. Richard Shay (1928)
Paul R. Sheffer (1918)
Herbert Shimer (1896)
Robert O. Sinclair
Albert T. Smith Memorial Fund
James Milton Smith Fund
Anna K. and Harry L. Snyder
Mary Heilman Spangler
Harvey W. Strayer
Leah Tipton Taylor Estate
Veronica K. Tollner Estate
Edith Wachter Estate
Vera and Paul Wagner Fund
Walter G. Warner Memorial Fund (by Bergliot J. Wagner)
Leona S. & L. Ray Weaver Memorial Fund
Richard C. Wetzel
Jack Lyter Williams (1951) Memorial Fund
Alice D. Wrather
Romaine H. Yagel Trust
George L. Yocum Memorial Fund
John and Caroline Yordy Memorial Fund

(Restricted)

Conrad Christian Arensberg Memorial Fund: A fund established in 1948 by Francis Louis Arensberg in

memory of his father, a Union veteran, for the purchase of Civil War books and materials.

Florence Arensberg Conservation/Restoration Fund: A fund established to restore works of art and historic objects.

Athletic Endowment: A fund established for the athletic department to be used for discretionary purposes.

The Rev. Peter C. Bell Memorial Lectureship Fund: A fund for the establishment of a lectureship on the claims of the gospel on college men.

Bickle Endowment Fund: A fund to support debating, established in 1925 to honor Dr. Philip Bickle (1866), Dean of Gettysburg College, 1889-1925.

Joseph Bittinger: Chair of Political Science.

Lydia Bittinger: Chair of History.

Joseph and Lydia Bittinger Memorial Fund: A fund established to support the needs of the history and political science departments.

Blavatt Family Lectureship: A fund to establish the Blavatt Family Lecture Series in Political Science.

Robert Bloom Fund: For Civil War Studies.

Mr. & Mrs. Thomas Citron: A fund established by Mr. & Mrs. Thomas Citron (1947) to endow insurance on a 1934 oil painting by Minna Citron.

Class of 1911 Memorial Trust Fund: A fund established in 1961, on the fiftieth anniversary of the Class of 1911, to provide income for the purchase of books for the College library.

Class of 1925 Meritorious Service Award Foundation: To provide annual alumni awards for notable service rendered Alma Mater.

Thomas Y. Cooper Endowment: A bequest to Gettysburg College in support of its libraries: (a) for acquisitions in literature and American history, as a memorial to his parents, Dr. and Mrs. Moses Cooper; and (b) for the operating budget of the library.

A. Bruce Denny Fund: A fund in memory of A. Bruce Denny (1973), contributed by fellow students to purchase library books.

Luther P. Eisenhart Fund: A fund established for the use of emeriti faculty and widows of former members of the faculty in real need of assistance.

Harold G. Evans Chair in Eisenhower Leadership Studies: A fund established to foster an educational program in leadership.

Clyde E. and Sarah A Gerberich Endowment Fund: A fund established to support a series of lectures dedicated to the memory of Dr. Robert Fortenbaugh (1913). This fund is also supported by a matching gift from the Hewlett Foundation to support the Robert Fortenbaugh Memorial Lecture.

Gettysburg Review Fund: A fund established to provide annual support for the *Gettysburg Review*.

Russell P. Getz Memorial Fund: A fund established for the support of the music department.

Jean Landefeld Hanson Fund: A fund established in 1971 by family and friends of the late wife of former President C. Arnold Hanson, the income to be assigned to purposes related to the Chapel program determined by the Chaplain and the President of the College.

The John A. Hauser Executive-in-Residence Fund: A fund established by the family and friends of John A. Hauser and Gettysburg College, the income of which shall be used to support a business or governmental executive-in-residence for a limited period of time on an annual basis.

The Harry D. Holloway Memorial Fund: A fund to be used for purposes of keeping alive on the campus of Gettysburg College the Spirit of Abraham Lincoln.

Karl F. Irvin Trust Fund: A fund established from the corpus of this trust and treated as restricted endowment, paying the income to the Annual Fund in Mr. Irvin's name.

William R. Kenan, Jr. Endowment Fund for Teaching Excellence: A fund established to support high quality and effective teaching.

Dr. and Mrs. Frank Kramer Oriental Art Fund: A fund to support and advance the study of East Asian art and related topics.

MNC Management Curriculum: A fund by the Maryland National Foundation to provide financial support for the Management Program.

Mansdorfer Chair in Chemistry: An endowed chair which provides funds for faculty salaries, research needs, payment for research assistants, and travel for conferences.

Andrew W. Mellon Foundation: These funds are applied to interdisciplinary teaching and small group learning projects. Also, the fund will provide faculty seed money and funds for workshops.

Dr. Amos S. and Barbara K. Musselman Art Endowment Fund: A fund to support and advance knowledge and appreciation of art at Gettysburg College.

Dr Amos S. and Barbara K. Musselman Chemistry Endowment Fund: A fund to support the chemistry program. The funds will be used primarily for the purchase of laboratory equipment and supplies.

Musselman Endowment For Music Workshop: A fund contributed by the Musselman Foundation to support workshops in music performance and seminars in music education.

Musselman Endowment For Theatre Arts: A fund contributed by the Musselman Foundation to support visits to the campus by individuals with expertise in the technical aspects of the theatre.

Musselman Endowment for Visiting Scientists: A fund contributed by the Musselman Foundation to support visits by scientists to the College.

NEH Distinguished Teaching Professorship in the Humanities / Ed and Cindy Johnson: A fund established to provide salary enhancements, travel, library purchases, clerical support, and faculty replacement salaries for various instructional departments.

NEH Fluhrer-Civil War Chair: Contributed by the National Endowment for the Humanities and the Robert Fluhrer estate to establish a Civil War Chair in the history department.

NEH Fund for Faculty and Curriculum Development in the Humanities: A fund established by a Challenge Grant from the National Endowment for the Humanities to promote high quality work in the humanities through faculty and curriculum development activity of particular merit. This fund is part of the larger Institutional Fund for Self-Renewal.

NEH Senior Scholars' Seminar: A fund established to support the Senior Scholars' Seminar from the National Endowment for the Humanities.

Robert F. Nesto Biology Travel Fund: The interest from this fund will be used for a Travel Fund for biology students.

One in a Mission Program Fund: An appeal throughout the Central Pennsylvania Synod to provide additional endowment funds to enhance the church-related mission of the College.

Edred J. and Ruth Pennell Trust Foundation: A fund to be used to purchase new materials in the fields of political science, management, and economics.

Political Science Research/Development: A fund established by Elmer Plischke to assist faculty in the political science department in research activities.

Paul H. Rhoads Teaching and Professional Development Fund: A fund established by Paul H. Rhoads, Gettysburg College, and others, the income from which provides named awards to support scholarly research, professional development, or the improvement of undergraduate instruction by Gettysburg College faculty.

Norman F. Richardson Memorial Lectureship Fund: A fund which will support each year an event which stimulates reflection on interdisciplinary studies, world civilization, the philosophy of religion, values, and culture.

Steven P. Riggs Music Endowment: A fund for the Music department to provide a stipend for voice lessons.

Henry M. Scharf Lecture Fund: A fund contributed by Dr. F. William Sunderman (1919) in memory of Henry M. Scharf, (1925), to establish a lectureship on current affairs.

Louis and Claudia Schatanoff Library Fund: A fund used for the purpose of purchasing books and other publications for the chemistry library at Gettysburg College.

James A. Singmaster (1898) Fund for Chemistry: A fund established in 1967 by Mrs. James A. Singmaster in memory of her husband for the purchase of library materials in chemistry, or in areas related thereto.

Dr. Kenneth L. Smoke Memorial Trust Fund: A fund created in 1971 to honor the man who in 1946 established the department of psychology at Gettysburg College and served as its chairman until his death in 1970. The annual income is used in part by the College library to purchase library resources in the field of psychology and in part by the psychology department for special departmental needs.

Stoever Alcove Fund: A fund established by Laura M. Stoever for the support of the library.

J. H. W. Stuckenberg Memorial Lectureship: A bequest from Mary G. Stuckenberg in memory of her husband to sponsor lectures in the general area of social ethics.

The Sunderman Chamber Music Foundation of Gettysburg College: A fund established by F. William Sunderman 1919 to stimulate and further the interest in chamber music at Gettysburg College through the sponsorship of chamber music concerts.

Waltemyer Seminar Room Fund: A fund established by Carroll W. Royston (1934) and the family and friends of Dr. William C. Waltemyer (1913), former head of the Bible department at the College, to provide furnishings for and to maintain the library in a seminar room in his memory.

Stephen Henry Warner '68 Memorial Fund: A two-part fund, including (1) contributions to Gettysburg College in memory of Mr. Warner, the income to be used to maintain and support the Warner Collection on Vietnam, as well as to purchase new books for the library; (2) a bequest established by Stephen H. Warner for library acquisitions in Asian studies, and for use as seed money for projects encouraging exciting, challenging, and fresh ideas.

Donald K. Weiser Book Acquisition Fund: A fund established in honor of Donald K. Weiser (1924) for the purchase of library books in the field of insurance, management, and business administration.

Woman's League Fund for Upkeep and Repair of the YMCA Building (Weidensall Hall): An endowment bequest of Louisa Paulus.

Dr. and Mrs. Jeremiah Zimmerman Fund: A fund established in 1931 by Dr. Jeremiah Zimmerman (1873), from a bequest of Mrs. Zimmerman, who died in 1930, to create an endowment in support of the annual operating budget of the library.

John B. Zinn Memorial Fund in Admissions: A fund established in honor of John B. Zinn by friends and former students to support admissions efforts in fields associated with the healing arts.

John B. Zinn President Discretionary Institutional and Faculty Institutional Development Fund: A fund established to provide support for research and professional development by Gettysburg College faculty and staff; to support new or experimental academic programs and also to support professional development and research for professors in fields associated with the healing arts.

SPRING 1990

Gettysburg

The Gettysburg Review



A quarterly journal with a strong national following, *The Gettysburg Review* is published by Gettysburg College. Among its advisory and contributing editors are author and humorist Garrison Keillor; poets Richard Wilbur, Donald Hall, and Rita Dove; and novelist Ann Beattie. *The Gettysburg Review* received the awards for "Best New Journal" and "Best Journal Design" from the Council of Editors of Learned Journals in 1988. Students serve the journal in a number of ways through internships, work-study, and volunteerism.



GETTYSBURG

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*See also section Advisers and Coordinators of Special Programs at Gettysburg College on the prior page.

It is the policy of Gettysburg College not to discriminate improperly against any matriculated student, employee or prospective employee on account of race, color, religion, ethnic or national origin, gender, sexual orientation, or being defferently abled. Such policy is in compliance with the requirements of Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Rehabilitation Act of 1973, and all other applicable federal, state, and local statutes, ordinances, and regulations. Inquiries concerning

the application of any of these laws may be directed to the Affirmative Action Officer at the College or to the Director of the Office for Civil Rights, Department of Education, Washington, D.C. for laws, such as Title IX of the Education Amendments of 1972 and the Rehabilitation Act of 1973, administered by that department.

Gettysburg College is accredited by the Middle States Association of Colleges and Secondary Schools.



Entered as Second Class Matter at the
Post Office at Gettysburg, Pennsylvania
17325
(USPS 218-120)

GETTYSBURG



Gettysburg

College

Gettysburg,

Pennsylvania

The provisions of this catalogue are not to be regarded as an irrevocable contract between the College and the student. The College reserves the right to change any provision or requirement at any time. This right to change provisions and requirements includes, but is not limited to, the right to reduce or eliminate course offerings in academic fields and to add requirements for graduation.

GETTYSBURG April 1994:
Volume 84 Number 2

GETTYSBURG (USPS 218-120) is published four times a year in September, January, and semi-monthly in April by Gettysburg College, Gettysburg, PA 17325. Second class postage paid at Gettysburg, PA 17325.

POSTMASTER: Send address changes to Gettysburg, Printing Office, Gettysburg College, Gettysburg, PA 17325-1486.

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Chartered in 1832 for the express purpose of exerting "a salutary influence in advancing the cause of liberal education," Gettysburg College is a community committed to the discovery, exploration, and evaluation of the ideas and actions of humanity and to the creative extension of that heritage.

Gettysburg College cherishes its place in history as the oldest existing college affiliated with the Lutheran Church in America and intends to continue that church relatedness. By intent also, Gettysburg College is nonsectarian in its instruction and strives to serve students of all faiths.

To meet its commitment, Gettysburg College seeks foremost to establish and maintain an environment of inquiry, integrity, and mutual respect. In this setting, the College creates opportunities for students to learn specific intellectual skills and to strive for breadth of understanding. A rigorous program of undergraduate learning in the arts and sciences is complemented by student and religious life programs designed to challenge and enrich the academic experience.

Gettysburg College considers its purpose fulfilled if its students grow as critically informed, humane, and creative individuals and continue to grow in these qualities after they have left Gettysburg.

The Academic Program

At the heart of Gettysburg College is the academic program which stresses logical, critical thinking and clear writing and speaking.

Through a curriculum that derives its coherence from the traditions of liberal education, faculty introduce students to the assumptions and methods of a representative variety of academic disciplines in the sciences, the social sciences, and the humanities. Students are encouraged not only to specialize but also to broaden their understanding of the past and present intellectual, social, and cultural contexts within which knowledge lives. The academic program is designed to provide more than skills and intellectual perspective; it places these in a context of humane values such as open mindedness, personal responsibility, and mutual respect.

The Gettysburg faculty is dedicated to the goals of liberal learning, committed to professional development that serves and exemplifies those goals, responsible for periodic review of the curriculum, and eager to teach and learn with students in an open and trusting exchange.

Gettysburg's academic program can reach its full potential only if our students continue to have the ability and the inclination to profit from an intense liberal arts experience.

The academic environment is further enriched when such students come from many socioeconomic and ethnic backgrounds.

With a coherent curriculum, an able and dedicated faculty, and students committed to learning, the academic program seeks to free students from narrowness and provincialism and to free them for the joys and benefits of conscious intellectual strength and creativity. Gettysburg wants its students to learn a wise skepticism and a sense of human fallibility, to acquire new interests and orientations through liberating experiences of change and growth, and to learn to use the skills, knowledge, and values of a liberal education in an unending but satisfying search for wisdom and fullness of life.

The College Life Program

Students entering college are interested in discovering who they are. Because students often face critical decisions about personal values, occupational choices, and role identities during their college years, the college life program seeks to provide opportunities for resolution of these important matters. To assist students in weighing available options and making decisions, the college life program offers, for example, psychological and career counseling

and informal seminars on a variety of topics. Personal contact with Gettysburg's faculty and administration provides the attentive student with a wide range of role models to contemplate. Gettysburg's annual lecture series further expands students' horizons.

The College also reveals its commitment to the total development of its students by encouraging them to play an important role in establishing and enforcing the conditions of campus life. Students supervise the academic Honor Code; students participate on certain trustee, faculty, and College planning and policy-making committees; and students fund and control many student activities.

To supplement what students learn through living on campus and participating in student development programs, the College provides a full and varied extracurricular program. This program encourages students to develop leadership skills by working in student government; to deepen their appreciation for the arts by participating in concerts, dramatic productions, and other performances; to sharpen their writing and speaking skills by contributing to College publications or broadcasts; and to enjoy the mental and physical self-discipline required by competition in intercollegiate, intramural, and recreational athletics.

The Religious Life Program

Gettysburg College works in partnership with five of the Synods in Region 8 of the Evangelical Lutheran Church in America. These relationships and, more specifically, the campus religious life program, nurture intellectual values and give opportunities for the examination of spiritual and moral values, and for commitments by those who choose to make them.

The religious life program of the College is designed to meet the needs of this religiously heterogeneous community to worship, to study, and to serve. Chaplains, although they are employed by the College and report directly to the President, are called to this service by the Synods of the Church. They assume primary responsibility for corporate worship, counsel students and other campus personnel, help students and faculty plan programs to explore theological issues and to reach out to those in need, facilitate the work of local churches and denomination groups on the campus, and speak prophetically to issues of human justice when College values and College practice seem to diverge.

Gettysburg College best serves the Church through its performance as a superior educational institution in which the Church's commitments and practices may be tested.

Summary

Through its academic program, its college life program, and its religious life program, then, Gettysburg College provides for the development of the young adult as a whole person—intellectually, socially, emotionally, physically, and spiritually.

*Approved by the Gettysburg College
faculty: October 8, 1981*

*Approved by the Gettysburg College
Board of Trustees: December 5, 1981*



Gettysburg College: A Heritage of Excellence

Gettysburg College was chartered in 1832 during a time in early nineteenth-century America when many of the nation's strongest liberal arts colleges were founded. Gettysburg's mission, as expressed in its original charter, has remained unchanged during the more than 160 years of its history. Today, as then, the College remains firmly committed to the principle of serving the cause of liberal education and changing times by providing a community of learning committed to discovery, exploration, evaluation of ideas and actions of humanity, and to the creative extension of that developing heritage. At Gettysburg, you will find an environment that encourages both academic and personal growth, a highly qualified and dedicated faculty, and a diversified curriculum that offers challenge, opportunity, and excitement.

All of the roads leading to Gettysburg College, in the historic town of Gettysburg, Pennsylvania, cross the site of the famous Civil War Battle of Gettysburg. During those three hot July days, fighting occurred on the fields and ridges within sight of the College campus. At that time, Pennsylvania Hall (now the College administration building and listed in the National Register of Historic Places) served as a hospital for both Union and Confederate soldiers. It was from this building that Gettysburg students marched to hear Abraham Lincoln give his immortal address on November 19, 1863.

Today, Gettysburg College borders a 3,865-acre National Park and lies three blocks from the center of town. Because of its historic significance, beautiful countryside, and easy access from nearby cities, the town of Gettysburg welcomes over one-and-a-half million visitors annually from all over the world. Consequently, it offers numerous attractions, shops, restaurants, and lodging facilities that one would not expect to find in a small town—even a college town.

The College, like the town of which it is a part, has grown since its Civil War days. It now has a 200-acre campus with over 60 buildings and seeks to limit its enrollment to approximately 1,900 students.



Gettysburg College has always believed that a liberal arts education liberates the minds of students so that they can better respond to the challenges of a contemporary society. Therefore, the goals of the educational program at Gettysburg are to develop your capacity to think logically and use language clearly, to give you a rigorous introduction to the assumptions and the methods of a representative variety of academic disciplines, and to acquaint you with the range and diversity of human customs, pursuits, ideas, values, and longings.

Although all courses at Gettysburg are designed to achieve these goals, the First Year Colloquy in liberal learning lays the foundation within the curriculum. This is a course that strengthens reasoning, writing, and speaking skills in a small class setting while introducing all first year students to a major issue in the liberal arts.

Ultimately, this type of education is the most practical of all because it teaches you how to approach and solve problems critically and creatively. Gettysburg believes that such an education will foster a high sensitivity to moral and spiritual values, along with a quest for knowledge which will continue after graduation.

A well-rounded academic curriculum has many facets: the humanities, the social sciences, the fine arts, the sciences. As the world around us becomes more technologically advanced, we must prepare our students to deal with those changes by providing the proper tools and training. At Gettysburg, we recognize the need for academic diversity, and thus, computing has become a part of a student's everyday life. Computers are utilized across the disciplines for a variety of tasks including word processing, statistical analysis, graphics, and electronic mail.

Although training for specific jobs is not seen as a primary function of



a liberal arts education, Gettysburg does not ignore your appropriate concern about careers. The College offers a comprehensive career services program, teacher preparation and certification, advisory services for prelaw and premedical students, internship opportunities, and concentration in a major field as preparation either for graduate or professional schools, or for work in a variety of professions including research, business, industry, government, social services, and education.

The academic programs at Gettysburg provide you with a broad range of intellectual experiences and the individual attention you need to make the best use of those experiences. One of the advantages of an education at Gettysburg is the availability of small classes, especially in more advanced courses. A student/faculty ratio of 12:1 and an average class size of 20-25 students help to assure close relationships between you and your professors.

You may select a major field of study from any one of 27 academic areas: art, biology, biochemistry and molecular biology, chemistry, classical studies, computer science, economics, English, French, German, Greek, health and physical education, history, Latin, management, mathematics, music, music education, philosophy, physics, political science, psychology, religion, sociology and anthropology, Spanish, theatre arts and women's studies. Area studies programs are available in African-American studies, American studies, Asian studies, environmental studies, Latin-American studies, Medieval and Renaissance studies, and global studies.

Gettysburg lets you take much of the responsibility for selecting an academic program that meets your needs and interests. If you want to concentrate your academic program on a particular area of emphasis which involves courses in several different departments, you

may design your own major. A special major can cover broad areas such as international studies, or it can focus on a specific topic such as community planning and administration. Double majors and minors are also available.

The College's distribution requirements ensure your acquaintance with several broad areas of study. After you select a major, ample opportunity is provided for electives in fields of your choice.

You will have a faculty adviser to assist you in planning your academic program. Academic counseling is available, as is counseling for nonacademic personal matters. Gettysburg wants you to succeed, and the faculty and staff are dedicated to that principle.

Through membership in the Central Pennsylvania Consortium (with Dickinson and Franklin & Marshall Colleges) and through other off-campus and cooperative or dual-degree programs, Gettysburg offers you academic opportunities beyond its campus. Off-campus programs include the following: Washington Semester programs with American University in government and politics, economic policy, foreign policy, peace and conflict resolution, public administration, justice, urban studies, journalism, art and architecture, arts and humanities; the Lutheran College Washington

Semester; the United Nations Semester; and cooperative programs in marine biology with Duke University Marine Laboratory and the Bermuda Biological Station. Many students study internationally under our study abroad program; an extensive variety of affiliated and non-affiliated programs is available.

Gettysburg has dual-degree programs in engineering with Columbia University, Rensselaer Polytechnic Institute and Washington University in St. Louis; in nursing with Johns Hopkins University; in optometry with the Pennsylvania College of Optometry, and in forestry and environmental studies with Duke University.



Under all of these programs a student begins her or his college career at Gettysburg and completes it at the cooperating university, earning degrees from both institutions. In addition, an early acceptance program leading to a Master's degree in Physical Therapy from Hahnemann University is available.

Gettysburg offers all of the courses necessary for you to enter the medical, dental, veterinary medicine or law school of your choice. Special advisers are available to assist you in planning your curriculum and in applying to the appropriate professional schools.

Preparation for a career in teaching is offered through the teacher education program. You can become certified to teach in elementary education, music education, or in one of twelve different secondary education fields.

Outstanding professors are the very heart of Gettysburg's educational vision—a vision based on a firm commitment to individualized instruction which teaches values as well as communicates information. Through this type of educational program, Gettysburg is committed to broadly educating leaders who can make substantial contributions to their disciplines and to society.

Close intellectual relationships between faculty and students have

long been a Gettysburg hallmark. Student/faculty interaction in small classes and on collaborative research projects provides Gettysburg students with an opportunity to enhance their intellectual, communication, and leadership skills.

Gettysburg faculty members are well prepared to inspire achievement, for they themselves have established exceptional records of personal and professional accomplishment. Over 95% hold the doctoral degree or the terminal degree, and many publish books and articles in scholarly journals. These scholarly activities assure that faculty members keep up with and contribute to the latest developments in their fields.

Gettysburg's 200-acre campus provides excellent facilities for all aspects of college life. The center of the academic facilities is the Musselman Library/Learning Resources Center.

Total library collections include approximately 340,000 volumes, 29,000 microforms, 26,000 recordings (audio and video), and subscriptions to nearly 1,500 journals. Musselman Library has a networked library catalogue which is accessible through computer terminals in the library and any workstation connected to the campus computer network.

Today, a college needs more than an excellent library: new instructional techniques must also be available. Gettysburg's computer center currently manages four 100+ mips multiprocessor Sun servers (including one transputer equipped Sun for parallel processing work), a microvax II, a micro environment of over 620 IBM, Zenith, and Apple microcomputers, 75 NeXT and Sun workstations, and a campus-



wide fiber optic backbone connecting academic buildings, administrative offices and residence halls. In addition, the College is connected to PREPnet which in turn provides full access to NREN, Internet and BITnet. This wide area network allows the sharing of vast amounts of data, and collaboration between students, faculty, and others at different institutions around the world.

Students have access to a modern language laboratory, a theatre laboratory studio, an optics laboratory, a greenhouse, a plasma physics laboratory, an observatory with a 16-inch telescope, a planetarium, a Zeiss EM 109 transmission electron microscope, a JEOL T20 scanning electron microscope, a Fourier Nuclear Magnetic Resonance Spectrometer, and a Fourier Transform Infrared Spectrometer. Hands-on use of all equipment is encouraged.

Eighteen residence halls (including special interest houses), and eleven fraternity houses provide you with many housing choices. Over 85% of the students live in College residences or fraternity houses. The College dining hall—the Camalier Center—provides meals on either a contract or occasional basis. The recently renovated College Union Building with its many features—including an Olympic-size swimming pool—is the center for student life.



Other recreational and athletic facilities include a student activities center, two gymnasiums, a fieldhouse, a stadium with a football field and quarter-mile all-weather track, a physical fitness trail, and eight additional outdoor athletic fields. Both indoor and outdoor tennis courts are available.

The health center is both a treatment and a resource center, offering you immediate care and educational services to help you make wise choices about your health. It is staffed by professional counselors, nurse practitioners, registered nurses, and family practice physicians.

Gettysburg provides extensive facilities for the fine and performing arts. Brua Hall accommodates a 250-seat playhouse with a thrust stage and state-of-the-art sound and lighting, and a laboratory theatre/classroom featuring TV recording and monitoring equipment. Schmucker Hall houses the art and music departments, and contains studios, extensive gallery space, a sculpting studio, classrooms, and practice rooms, as well as an impressive 200-seat recital hall.

A full and diverse program of cultural, extracurricular, and religious activities is provided to enrich your personal and academic growth as well as to provide enjoyment and relaxation.

Responsibility and leadership is encouraged through student participation in a number of committees, clubs, and other organizations. Because Gettysburg is a residential college, the Student Life Council is particularly important: students play a vital role in the work of this council, which reviews the College's policies for residential life and student conduct. An elected Student Senate is the main organization of student government. Students also play an important role in the Honor Commission, which administers the academic Honor Code, and the Student Conduct Review Board, which handles disciplinary cases within the student body.



Concerts, plays, and lectures occur daily. Student performing groups include the Gettysburg College Choir; the Chapel Choir; the College Marching, Symphonic, and Jazz Bands; the Gettysburg College/Community Chamber Orchestra; various ensembles; the Owl and Nightingale Players (which presents three major theatrical productions each year); the Laboratory Theatre (which performs a dozen one-act plays); and Otherstage (which offers a variety of short theatre pieces). The College Union Building (CUB) is the center of student activities on

campus; many events such as concerts, lectures, films, and dances are held in the ballroom of the CUB. Also in the CUB is a nightclub and a snack bar that serve as informal meeting places for the campus.

Social events are also provided by fraternities and sororities. Gettysburg has eleven fraternities and five sororities, all of which are nationally affiliated.

Gettysburg College offers many departmental, professional and honorary societies. There are honorary fraternities or clubs for students in sixteen different academic areas. Gettysburg has a chapter of Phi Beta Kappa, the national academic honorary fraternity.

To keep you informed about happenings on campus, there is the student newspaper, *The Gettysburgian*; the student-operated FM radio station, WZBT; a monthly events calendar, and a weekly announcement bulletin, *This Week at Gettysburg*. The newspaper and radio station offer opportunities to learn about all aspects of journalism and radio broadcasting. Other Gettysburg student publications include *The Spectrum* (the College yearbook), and *The Mercury*, a journal of student poems, short stories, photographs, and art work.

At Gettysburg, all students can participate in a supervised sport. Depending upon your athletic ability, you may choose to play on one of the 22 varsity teams, or to be part of an extensive campus recreation program. At the Division III intercollegiate level, the College is a member of the Centennial



Conference, and enjoys well-balanced athletic rivalries with other conference teams.

The intercollegiate program for men includes football, soccer, basketball, swimming, wrestling, lacrosse, tennis, cross country, baseball, and track and field. The intercollegiate program for women includes field hockey, volleyball, cross country, basketball, soccer, swimming, lacrosse, softball, track and field, and tennis. The golf and cheerleading teams are open to both men and women.

The campus recreation program offers a large number of activities for the entire campus community. These activities include club rugby, club ice hockey, aerobitone, water polo, club volleyball, a cycling club, karate, weight lifting, and a wide variety of intramural teams and other activities.

Student Life at Gettysburg is lively and diverse. There is one simple goal for all of the organized activities on campus—to enhance the full range of your liberal arts education.

After you take advantage of all that Gettysburg has to offer, you may wish to pursue further graduate study or enter your career field immediately. The career services office is available to provide you with counseling, information, and the practical skills necessary for setting and achieving your future occupational goals. This office sponsors an organized alumni and parent networking program, maintains an extensive library that includes vocational and graduate

school information, sponsors job and career fairs with other colleges, offers workshops on resume writing and effective interviewing, and hosts on-campus employment interviews with various companies. Its broad range of services can help you set and achieve the career goals that suit your particular skills, values, and aspirations.

Admission to Gettysburg is highly competitive. It is based upon high academic achievement in a strong college preparatory program, SAT or ACT results, and personal qualities. The College welcomes applications from students of differing ethnic, religious, racial, and economic backgrounds, and of differing geographic settings. If Gettysburg is your first choice, you are encouraged to apply for Early Decision admission. Applications for Early Decision will be considered between November 15 and February 1 of the senior year with notification of acceptance between December 15 and February 15. Applications for Regular Decision admission are due no later than February 15 of your senior year. Offers of acceptance are usually sent early in April. The College complies with the candidates' reply date of May 1 for those students accepted under Regular Decision admission.



Total expenses covering comprehensive academic fee, room, board, and books and supplies are estimated at \$24,882 for the 1994-95 academic year. Additional costs include personal expenses such as laundry and clothing, transportation, etc. Financial aid is available for students who are unable to finance their entire education from family and/or personal resources. Monthly payment plans are available to all students.

We understand how important your college choice is to you, and we want you to make a wise decision. For that reason, we invite you to visit Gettysburg as part of your college selection process. An interview and a campus tour is strongly recommended.

You can arrange an interview and a campus tour by calling the admissions office at (717) 337-6100 or 1-800-431-0803. During the academic year, the admissions office is open from 9:00 to 5:00 on weekdays and from 9:00 to 12:00 on Saturdays; summer hours are between 8:00 and 4:30 weekdays.

We look forward to welcoming you to Gettysburg College.

Gettysburg-At-A-Glance

Type of College: Four-year, coeducational college of liberal arts and sciences founded in 1832.

Enrollment: About 1,900 students (approximately one-half are men and one-half are women), representing nearly 40 states and 37 foreign countries.

Location & Campus: Beautiful 200-acre campus with over 60 buildings. The College is adjacent to the Gettysburg National Park. Gettysburg, Pennsylvania is 36 miles from Harrisburg, 55 miles from Baltimore, 80 miles from Washington, D.C., 117 miles from Philadelphia, and 212 miles from New York City. Gettysburg College sponsors a van service to and from area transportation centers and area cities.



Academic Information:

Student/faculty ratio of 12:1 with an average class size of 20-25 students. Over 150 full-time faculty with over 95% of the permanent

faculty having a doctorate or the highest earned degree in their fields. One of only 19 chapters of Phi Beta Kappa in Pennsylvania. Honorary or professional societies in 16 academic areas. Academic Honor Code in effect since 1957. Early semester calendar.

Degree Programs: Bachelor of arts, bachelor of science in music education, bachelor of arts or bachelor of science in biology, biochemistry and molecular biology, chemistry, mathematics, and physics.

Majors: Art, biology, biochemistry and molecular biology, chemistry, classical studies, computer science, economics, English, French, German, Greek, health and physical education, history, Latin, management, mathematics, music, music education, philosophy, physics, political science, psychology, religion, sociology and anthropology, Spanish, theatre arts, and women's studies. Double majors, special majors, and minors are available.

Area Studies Programs: African-American studies, American studies, Asian studies, environmental studies, Latin-American studies, Medieval and Renaissance studies, and global studies.

Special Programs: Extensive study abroad programs; internships; Washington Semester (government and politics, economic policy, ethical

issues and public affairs, foreign policy, public administration, justice, urban studies, journalism, art and architecture, arts and humanities); United Nations Semester; dual-degree programs in engineering, nursing, optometry, or forestry and environmental studies; cooperative program in marine biology; certification in elementary and secondary education; premedical and prelaw counseling. Cooperative college consortium with Dickinson and Franklin & Marshall Colleges.

Study Abroad: An extensive program of international study is available through the off campus studies office. Affiliated programs include: University of Haute Bretagne, Rennes, France; Aix-en-Provence, France; Cologne, Germany; Center for Cross Cultural Study, Seville, Spain; The Center for Global Education, Cuernavaca, Mexico; Universidad de Guadalajara, Mexico; Kansai University of Foreign Studies, Hirakata, Japan; Intercollegiate Center for Classical Studies, Rome Italy; College Year in Athens, Greece; Harare, Zimbabwe; Colchester and London; England. A wide variety of non-affiliated programs are also popular. Programs are for either one semester, or a year; some summer programs are available.

Library: Musselman Library with total collections of approximately 340,000 volumes, 26,000 microforms, 26,000 recordings (audio and video), and



subscriptions to nearly 1,500 journals. The library seats 800 students, and contains a media theater, a graphics center, a language laboratory, and an automated library catalogue accessible through computer terminals in the library or through any microcomputer connected to the campus network; other networked library catalogues from around the world are also accessible.

Exceptional Facilities: State-of-the-art science facilities including two electron microscopes (transmission and scanning units), Fourier

Transform Infrared and NMR Spectrometers, an optics laboratory, greenhouse, planetarium, observatory, and a plasma physics laboratory; extensive facilities for fine arts, music, and drama; writing center; a comprehensive physical education complex; a career services office; College Union Building, and a student activities center; and a center for public service.

Computing Environment: Extensive computing facilities include four 100+ mips multiprocessor Sun servers, including one transputer equipped Sun for parallel



processing work; a microvax II; over 28 gigabytes of memory; a microenvironment of over 620 IBM, Zenith, and Apple microcomputers; 75 advanced NeXT and Sun workstations; a wide area network connection to PREPnet which in turn provides full access to NREN, Internet, BITnet, and the Pittsburgh Super Computer Center.

Cultural Activities: Nearly 1,200 cultural events within a four-year period. Full schedule of lectures, concerts, and plays, bringing to campus nationally known speakers and performers; an extensive film series; art exhibits; trips to nearby Washington, D.C. and Baltimore to events of special interest.

Residence Halls: Over 85% of the student body lives on campus in eighteen residence halls, including special interest houses and apartment complexes.

Student Activities: Student-operated FM radio station; yearbook; newspaper; literary magazine; full range of musical groups including two choirs, marching, symphonic and jazz bands, a college/community orchestra, and numerous ensembles; black student

union; international student club; theatre groups; special interest groups; over 60 clubs and community service organizations; over 600 leadership positions; student activities council (SAC) which sponsors a lively and diverse schedule of social and cultural events; eleven fraternities and five sororities, all nationally affiliated.

Athletics: All intercollegiate sports played at the Division III level within the Centennial Conference. Extensive intercollegiate programs with ten sports for men, ten sports for women, and two coeducational sports. The campus recreation office provides a wide array of intramural activities to satisfy various interests and levels of skill.

Student Government: Students assume the major role in planning student activities and in enforcing rules of responsible citizenship through the Student Senate, Student Life Council, Student Judiciary Review Board, Student Activities Council, and the Honor Commission.

Community Service: Available through the Center for Public

Service. Programs include Service Learning Trips around the world, and community service locally. Community service programs include Adopt-A-Grandparent, Pet Facilitated Therapy, Outreach, Volunteers for Youth, CARE, Tutoring, Habitat for Humanities, Circle K, Alpha Phi Omega, and individualized community service opportunities through 35 social service agencies. Over 500 students participate.

Student Services: Faculty advisers, academic and personal counseling, tutorial services, career counseling, financial aid counseling, health center.

Career Services: Available to students beginning with the first year. Comprehensive services include workshops on career and graduate school planning, job fairs, career days, an alumni network, career library, group sessions on all phases of the career planning process, and individual career counseling.

Religious Life: Lutheran related. Programs for students of all faiths coordinated through the College Chapel, including a Newman Association and a Hillel.

School Colors: Orange and blue.



Academic Purposes of Gettysburg College

The faculty of Gettysburg College has adopted the following statement of the College's academic purposes.

Gettysburg College believes that liberal education liberates the human mind from many of the constraints and limitations of its finiteness. In order to accomplish its liberating function, Gettysburg College believes that it owes its students a coherent curriculum that emphasizes the following elements:

1. Logical, precise thinking and clear use of language, both spoken and written. These inseparable abilities are essential to all the liberal arts. They are not only the practical skills on which liberal education depends but also, in their fullest possible development, the liberating goals toward which liberal education is directed.

2. Broad, diverse subject matter. The curriculum of the liberal arts college should acquaint students with the range and diversity of human customs, pursuits, ideas, values, and longings. This broad range of subject matter must be carefully planned to include emphasis on those landmarks of human achievement which have shaped the intellectual life of the present.

3. Rigorous introduction to the assumptions and methods of a representative variety of the academic disciplines in the sciences, the social sciences, and the humanities. The curriculum must encourage students to recognize that the disciplines are traditions of systematic inquiry, each not only addressing itself to a particular area of subject matter but also embodying an explicit set of assumptions about the world and employing particular methods of investigation. Students should recognize that the disciplines are best seen as sets of carefully constructed questions, continually interacting with each other, rather than as stable bodies of truth. The questions that most preoccupy academic disciplines involve interpretation and evaluation more often than fact. Students should learn that interpretation and evaluation are different from willful and arbitrary opinion while at the same time recognizing that interpretations and evaluations of the same body of facts may differ drastically given different assumptions, methods, and purposes for inquiry. Human thought is not often capable of reaching universal certitude.

This necessary emphasis of the College's curriculum is liberating in that it frees students from narrow provincialism and allows them to experience the joys and benefits of conscious intellectual strength and creativity.



Liberal education should free students from gross and unsophisticated blunders of thought. Once exposed to the diversity of reality and the complexity and arduousness of disciplined modes of inquiry, students will be less likely than before to engage in rash generalization, dogmatic assertion, and intolerant condemnation of the strange, the new, and the foreign. Students will tend to have a sense of human limitations, for no human mind can be a match for the world's immensity. Promoters of universal panaceas will be suspected as the gap between human professions and human performance becomes apparent. Students will tend less than before to enshrine the values and customs of their own day as necessarily the finest fruits of human progress or to lament the failings of their time as the world's most intolerable evils.

But wise skepticism and a sense of human fallibility are not the only liberating effects of the liberal arts. With effort and, in all likelihood, some pain, students master difficult skills and broad areas of knowledge. They acquire, perhaps with unexpected joy, new interests and orientations. In short, they experience change and growth. Perhaps this experience is the most basic way the liberal arts liberate: through providing the experience of change and growth, they prepare students for lives of effective management of new situations and demands.

The liberal arts provide a basis for creative work. Creativity is rarely if ever the work of a mind unfamiliar with past achievements. Rather creativity is almost always the reformulation of, or conscious addition to, past achievement with which the creative mind is profoundly familiar. By encouraging students to become responsibly and articulately concerned with existing human achievement and existing means for extending and deepening human awareness, Gettysburg College believes that it is best to ensue the persistence of creativity.



The intellectual liberation made possible through liberal education, though immensely desirable, does not in itself guarantee the development of humane values and is therefore not the final purpose of liberal education. If permitted to become an end in itself, it may indeed become destructive. A major responsibility of those committed to liberal education, therefore, is to help students appreciate our common humanity in terms of such positive values as open-mindedness,

personal responsibility, mutual respect, empathic understanding, aesthetic sensibility, and playfulness. Through the expanding and diverse intellectual activities offered in liberal education, students may develop greater freedom of choice among attitudes based on a fuller appreciation of our common humanity, and based on clearer recognition of our immersion in a vast, enigmatic enterprise.

The faith of the founders of Gettysburg College expressed in the charter supports the foregoing statement of academic purposes. The open search to know, tempered by humane reflection, complements our religious heritage. Together, we hope to add useful initiative toward the creation of a world in which diversity is more challenging and interesting than it is fear-producing; a world in which one may hear the sad truths reported by cynics while hearing, too, tales of quiet courage, of grace, of beauty, of joy. Then the response to the inevitably dissonant experiences of living may be wiser as a function of liberal education. Of course, the development of wisdom remains an elusive aim. It involves realms of experience that go beyond the academic, and a time span that encompasses a lifetime. Nevertheless, liberal education can be profoundly useful in the search for the fullness of life.



The Honor Code

A liberal arts program has as a basic premise the ideal of academic integrity. Gettysburg students live and work in a college community which emphasizes their responsibility for helping to determine and enforce appropriately high standards of academic conduct.

An academic honor system was instituted at Gettysburg College in 1957 and was strongly reaffirmed in 1976 and 1992. It is based upon the belief that undergraduates are mature enough to act honorably in academic matters without faculty surveillance and that they should be encouraged to conduct themselves accordingly. At the same time the College clearly recognizes the obligation placed upon each student to assist in maintaining the atmosphere required for an honor system to succeed.

The Honor Pledge, reaffirmed on all academic work submitted, states that the student has neither given nor received unauthorized aid and that he or she has witnessed no such violation. The preservation of the atmosphere of independence permitted by the Honor Code is the responsibility of the community as a whole. Students must comply with the Honor Code both in presenting their own work and in reporting violations by others. Faculty will not evaluate students' academic work unless they have signed the Pledge. Students who would sign the Pledge with reservation should not apply for admission.

Alleged violations of the Honor Code are handled by an Honor Commission elected by the students. Decisions of the Commission may be appealed to a student-faculty-administrative board of review.

Curriculum

The major goals of the curriculum are set out in the "academic program" section of the College's Statement of Purpose on page two and in the longer statement of the Academic Purposes of the College on page seventeen.

The First Year Colloquy, with its strong emphasis on lucid writing, helps students sharpen analytic skills necessary for college and beyond. Gettysburg College's distribution requirements assure the student an introduction to the variety of opportunities offered by a liberal arts education. In the first year, in addition to the First Year Colloquy in liberal learning, Gettysburg students normally take courses in a variety of fields and begin to fulfill distribution requirements, such as those in foreign languages, laboratory sciences, social sciences, or literature. In the sophomore year students usually select a major and, in consultation with a major adviser, plan a college program which will allow the completion of specific graduation requirements and also provide opportunities for the widest possible choice of electives. In the last two years most students concentrate on courses in their major fields and supplement their programs with elective courses.

Students are expected to complete three quarter courses of the physical education requirement by the end of the sophomore year.



Students majoring in the natural sciences usually begin such programs in the first year and follow closely a prescribed sequence of courses. Students anticipating careers in medicine, dentistry, or veterinary medicine should begin acquiring necessary preparatory courses in their first year.

The Advising System

The College believes that one of the most valuable services it can render to its students is careful counseling. Each first year student is assigned a faculty advisor to assist in dealing with academic questions, in explaining college regulations, in setting goals, and in making the transition from secondary school to college as smooth as possible. Special assistance is also available from the Dean of First Year Students.

During the first week of the fall semester, all new students participate in an orientation program designed to help them become acquainted with the College. All entering first year students receive in advance a detailed schedule of events of this program. During orientation, students have individual conferences with their advisers, take part in discussions of college life, and engage in other activities intended to familiarize them with the College and the academic opportunities available to them. They also take placement tests which provide the College with valuable information concerning their educational backgrounds and academic potential.



During the year, students should arrange periodic meetings with their faculty advisers. In addition, these advisers are available to discuss unexpected problems as they arise. Any changes in a first year student's schedule must be approved by the adviser. Students may also seek help from the Dean of First Year Students.

Sophomores may continue their advising relationship with their first year advisers or they may select another faculty member in a field of study they anticipate as their major. It is important that sophomores consult regularly with an adviser. The Associate Deans of Academic Advising are available to offer assistance in the selection of advisers or to discuss academic issues.

When students choose a major field of study, which must be done no later than the beginning of the

junior year, a member of the major department becomes their adviser and performs functions similar to those of the first year adviser, including the approval of all course schedules. It is the responsibility of all students to take the initiative in discussing their entire academic program with their advisers and to view that program as a meaningful unit rather than as a collection of unrelated courses. Students wishing to change their major course of study must notify the department in which they are majoring and secure the approval of the department they desire to join. Juniors and seniors making such changes should understand that it may be necessary to spend more than four years in residence in order to complete requirements for the major. Permission to spend more than four years in residence must be obtained from the Academic Standing Committee.



The College encourages students to prepare for graduate study, which has become a necessity in an increasing number of career fields. It is important for such students to become familiar with the requirements of the graduate programs in which they are interested, as well as the qualifications for fellowships and assistantships within these programs, well in advance of their graduation from Gettysburg College. Above all, they should recognize the importance of building a superior undergraduate academic record. The Career Services office and the Musselman Library/Learning Resources Center have a collection of graduate school catalogues for students' reference. Four times a year the Graduate Record Examination (GRE) is given on the Gettysburg campus for those

students who plan to enter a graduate school. The National Teacher Examination (NTE) is given twice a year. Special advisers assist students in planning for the legal and health related professions.

Students may confer with their adviser, an Associate Dean of Academic Advising, Career Services, or faculty members as they consider their options for a major, weigh their career objectives, choose graduate or professional schools, or search for employment after graduation.

Credit System

The course unit is the basic measure of academic credit. Students may complete the 35-course unit graduation requirement through any combination of full or half unit courses. For transfer of credit to other institutions the College recommends equating one course unit with 3.5 semester hours. Because of the extra contact hours involved, each laboratory science course is more than acceptable in terms of the expectations of a 4.0 semester hour course. These courses are identified with the symbol "LL" (Lecture/Lab) on the course title line. The College uses the 3.5 conversion factor to convert semester hours to Gettysburg course units for those students presenting transfer credit for evaluation at the time of admission or readmission. Half unit courses equate to 2 semester hours. The College offers a small number of quarter course units in music and health & physical education. These courses may not be accumulated to qualify as course units for graduation. Quarter course units equate to one semester hour.



Requirements for the Degree

The College confers three undergraduate degrees: bachelor of arts (BA), bachelor of science (BS), and bachelor of science in music education (BSME). The general graduation requirements are the same for all degree programs as follows:

1) 35 course units, including First Year Colloquy; a half-unit course in Wellness; plus one quarter course in health and physical education;

- 2) a demonstration of proficiency in written English;
- 3) a minimum accumulative GPA of 2.00 and a GPA of 2.00 in the major field;
- 4) the distribution requirements;
- 5) the concentration requirement in a major field of study;
- 6) a minimum of the last year of academic work as a full-time student in residence at Gettysburg College or in an approved College program; and
- 7) the discharge of all financial obligations to the College.

The half-unit course in Wellness and quarter course credits do not count toward the 35-course unit graduation requirement.

No course used to obtain a bachelor's degree at another institution may be counted toward the requirements for a Gettysburg College degree.

The specific major requirements for each degree are different. The requirements for the degree of bachelor of science in music education are found on page 41. The major requirements for the bachelor of arts and the bachelor of science are found in the departmental introductions in the "Courses of Study" section of this catalogue beginning on page 66.

Each student is responsible for being sure that graduation requirements are fulfilled by the anticipated date of graduation. Normally, the College requires students to complete the degree requirements in effect at the time of their original enrollment and the major requirements in effect at the time that students declare the major at the end of the first year or during the sophomore year.

Writing Policy Since the ability to express oneself clearly, correctly, and responsibly is essential for an educated person, the College cannot graduate a student whose writing abilities are deficient. See Item 1 under college course



requirements below. Instructors may reduce grades on poorly written papers, regardless of the course, and in extreme cases, may assign a failing grade for this reason.

College Course Requirements

Each student must successfully complete the college course requirements listed below.

1) Demonstration of proficiency in written English during the first year of enrollment. Normally, such proficiency is demonstrated by passing English 101. For other ways to satisfy this requirement, see "Exemption from Degree Requirement" on page 32.

2) First Year Colloquy: a required seminar for all first year students, designed to strengthen reasoning, writing, and speaking skills using a multi-disciplinary theme as a focus.

3) Health & Physical Education: a half-unit Wellness course, required during the first semester of enrollment, and one quarter unit activities course.

Distribution Requirements

Each candidate for the degree must satisfactorily complete the following distribution requirements. See the listing on page 66 or read the departmental material under "Course of Study" for the specific courses that fulfill each requirement. Any requirement may be satisfied, with or without course credit, by students who can qualify for exemption (see page 32).

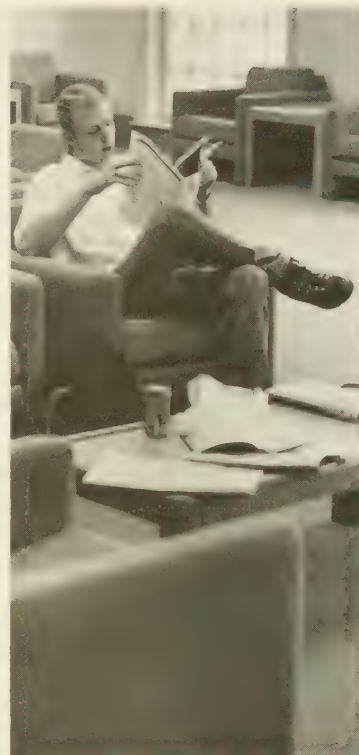
1) Foreign Language: one to four courses to prove proficiency through the intermediate level. Normally, proficiency is demonstrated by completing the 202 course in German, Greek, Japanese, Latin, Portuguese, Russian or Spanish; the 201-202 course sequence in French; or other designated intermediate-level language courses.

2) The Arts: one course in art history or theory, music, creative writing, or theatre arts.

3) History/Philosophy: one course in history, philosophy, or culture/civilization in languages or interdepartmental studies.

4) Literature: one course in literature in the original language or in English translation.

5) Natural Science: two courses in astronomy, biology, chemistry, or physics. The courses must be in the same department and must include a laboratory.



6) Religion: one course on the 100- or 200-level in religion.

7) Social Science: one course in anthropology, economics, political science, psychology, or sociology.

8) Non-Western Culture: one course to satisfy the distribution requirements listed above must give primary emphasis to African or Asian cultures, or to the non-European culture of the Americas. A student may also take a non-western course that happens not to satisfy any of the other distribution requirements.

Major Requirements: Each student must successfully complete the requirements in a major field of study. A major consists of eight to twelve courses, depending on the field of study, and may include specific courses determined by the department. A department may, in addition, require related courses in other departments. A department may require its majors to pass a comprehensive examination. Requirements of the various majors are listed in the departmental introductions under "Courses of Study".

The following are major fields of study at Gettysburg College:

Bachelor of Arts:

Art
Biology
Chemistry
Classical Studies
Computer Science
Economics
English
French
German
Greek
Health and Physical Education
History
Latin
Management
Mathematics
Music
Philosophy



Physics
Political Science
Psychology
Religion
Sociology and Anthropology
Spanish
Theatre Arts
Women's Studies

Bachelor of Science:

Biology
Biochemistry and Molecular
Biology
Chemistry
Mathematics
Physics

**Bachelor of Science in Music
Education:**

Music Education

A student must file a declaration of major with the Registrar before registering for the junior year. A student may declare a second major as late as the beginning of the senior year.

Special Major

As an alternative to the major fields of study offered in departmental disciplines, students may declare a *special major* by designing an interdepartmental concentration of courses focusing on particular problems or areas of investigation which, though not adequately included within a single department or discipline, are worthy of concentrated study.

Students intending to pursue a special major must submit a proposal for their individual plan of study to the Committee on Interdepartmental Studies. The proposed program must be an integrated plan of study that incorporates coursework from a minimum of two departments or fields. A special major must include a total of ten to twelve courses, no fewer than eight of which must be above the 100-level; three or more courses at the 300-level or above; and a 400-level individualized study course which is normally taken during the senior year.

Individualized study allows students to pursue independent work in their areas of interest as defined by the proposal and should result in a senior thesis demonstrating the interrelationships among the fields comprising the special major.

After consulting with the interdepartmental studies chairperson and meeting several times with two prospective



sponsors/advisers, students should submit their proposals during the sophomore year. The latest students may submit a proposal is mid-term of the first semester of their junior year. The proposal will consist of an application form, obtainable from the interdepartmental studies chairperson, a current academic transcript, and a brief essay describing the academic purpose of the program. The essay must include a specific and detailed explanation of the particular problem or area of interest which is the focus of the proposal, statements indicating why the student wishes to pursue this

interest and why the student's goals cannot be accomplished through a regular major, and a clear and coherent explanation of how the courses included in the proposal constitute an integrated, in-depth study of the problem or interest. It is often possible to build into a special major a significant component of off-campus study. The proposal must be signed by two faculty members (from two different departments among those represented in the list of courses to be taken), one of whom will serve as the student's primary academic adviser. The sponsors are expected to guide the

student's preparation of the essay section, as well as help the student choose appropriate courses.

Normally, to be accepted as a special major, a student should have a 2.3 overall GPA. Students should be aware that a special major program may require some departmental methods or theory courses particular to each of the fields within the program.

A student may graduate with honors from the special major program. Honors designation requires a 3.5 GPA in the special major, the recommendation of the student's sponsors, the satisfactory completion of an interdisciplinary individualized study, and the public presentation of its results in some academic forum.

Optional Minor Students may declare a minor concentration in an academic department or area that has an established minor program. Not all departments offer minor programs. A minor shall consist of six courses, no more than two of which shall be 100-level courses. Exceptions to the two 100-level course limitation may occur in departments offering more than one major. Students may not declare a minor in the same department in which they have a declared major. Students must maintain a 2.00 average in the minor field of study. Although a certain number of courses constitute a minor field of study, all



courses in the minor field will be considered in determining the minor average.

Residence Requirements And Schedule Limitations

The normal program consists of nine courses per year, with five courses in one semester and four in the other. Thus, a student will complete graduation requirements in four years of full-time academic work in the September-through-May academic year. The last full year of academic work must be in residence at Gettysburg College or in an approved College program. Students may not complete requirements as part-time students during their last semester of residence.

Students proposing to complete graduation requirements in less than four full years must have their programs approved by the Academic Standing Committee through the Office of the Registrar.

Such approval should be sought at least a year before the proposed completion of requirements.

A full-time student for academic purposes is one carrying a minimum of three courses during a semester. No student who is a candidate for a degree may take fewer courses than this without permission of the Academic Standing Committee.

Students may not enroll in the equivalent of six or more full unit courses per semester without the approval of the Academic Standing Committee. In granting approval to take six courses, the Committee requires evidence that the student is in good academic standing and will be able to perform at an above average academic level during the semester of heavy enrollment. Any course enrollment above five in full or half unit courses represents an overload and results in an extra course fee.

The required courses in health and physical education, generally taken during the first year, are in addition to the full course load in each semester. These courses do not count toward the 35-course graduation requirement.

Majors in music and health and physical education must take quarter courses in addition to the normal course load. Other students may take quarter courses in applied music over the normal load with the approval of their advisers and of the music department at an additional charge.

A student may audit informally any College course with the permission of the instructor. No charge will be made for such an audit and no record of auditing will be recorded on the student's transcript.

The College offers a limited opportunity for students to register for and complete a course of study during the summer. Primarily these are individualized study or internship courses and are arranged through academic departments.

Gettysburg College is aware that physical and learning disabled persons may have special needs and is committed to making adjustments in order to make the program accessible to them.



Registration

Students must be officially registered for a course in order to earn academic credit. The registrar announces the time and place of formal registration. By formally completing his or her registration, the student pledges to abide by College regulations.

Also students may enroll in a course for credit during the first twelve days after the beginning of the semester. A proposed change must be submitted to the registrar on an official course change slip after first being approved by the instructors involved and the student's adviser. Students are not permitted to enroll in a course after the twelve day enrollment period.

Many departments establish limits to class enrollments in particular courses to insure the greatest opportunity for students to interact with their instructors and other students. As a result, students cannot be assured of enrollment in all of their first choice courses within a given semester.

The Grading System

Normally courses are graded A through F, with these grades having the following significance: A (excellent); B (good); C (fair); D (poor); and F (failing). Instructors may modify their letter grades with plus and minus signs.

In successfully completing a course under this grading system, a student earns a number of quality points according to the following scale.

A+	4 1/3	C	2
A	4	C-	1 2/3
A-	3 2/3	D+	1 1/3
B+	3 1/3	D	1
B	3	D-	2/3
B-	2 2/3	F	0
C+	2 1/3		

A student's accumulative average is computed by summing his or her quality points and dividing by the number of courses taken. The average is rounded to the third decimal place.

The College reserves the right to make changes and adjustments in the grading system even after a student enrolls.



The College also offers a *satisfactory/unsatisfactory grading option*. This option is intended to encourage students to be adventurous intellectually in courses with subject matter or approaches substantially different from their prior academic experience or attainment. An S signifies satisfactory work, and is given if a student performs at the C-level or higher, a U signifies unsatisfactory work, and is given for work below the C-level. Courses graded S/U do not affect a student's quality point average, but a course completed with an S grade will count toward the total number of courses needed for graduation. A student may elect to take a total of six courses on an S/U basis during his or her four years at Gettysburg College; however, no more than two S/U courses may be taken in any one year. This grading option may not be selected for: (1) College course requirements in written English or the First Year Colloquy,

(2) distribution requirements for graduation, and (3) courses taken in a student's major field.

Exceptions may be made with regard to the major in cases where a department specifies that a particular course is available under the S/U grading system only, and in cases where the student declares the major after taking the course. A student must choose the S/U grading option during the first twelve class days of the semester.

The basic skill courses in health and physical education (all of which are graded S/U) shall not count in determining the maximum number of S/U courses a student may take. Students who enroll in Education 476: Student Teaching may take an additional course under the S/U option during the senior year, provided that their total number of S/U courses does not exceed six.

When a student registers for and completes a course which he or she has already taken at Gettysburg College, both the credit and the grade previously earned are canceled, but they are not removed from the permanent record. The credit and grade earned in repeating the course are counted toward the student's requirements.

A grade of I (Incomplete) is issued through the academic advising office when emergency situations, such as illness, prevent a student from completing the course requirements on time. Unless the



Academic Standing Committee extends the time limit, an incomplete automatically becomes an "F" if it is not removed within the first six weeks of the semester following the one in which it was incurred.

A student may withdraw from a course only with the knowledge and advice of the instructor and his or her adviser. A student who withdraws officially after the twelve-day add/drop period but within the first eleven weeks of the term

receives a "W" (withdrew) grade in the course. If a student withdraws from a course during the last five weeks of the semester, he or she will receive an "F" (failure) in the course. A student who withdraws officially for medical reasons receives a "W" regardless of the time of withdrawal. The designation "W" is not used in computing averages.

Transfer Credit

After enrolling at Gettysburg, students may use a maximum of three course credits toward the degree for work taken at other colleges if such courses have first been approved by the chairperson of the department concerned and by the registrar. Course credit, but not the grade, transfers to Gettysburg if the grade earned is a C- or better. This transfer option is not available to those who receive three or more transfer course credits at the time of admission or readmission to the College.

This course credit limitation does not apply to Central Pennsylvania Consortium courses or to individually arranged off-campus study programs approved by the Academic Standing Committee.

Both credit and grades transfer for work done at another Central Pennsylvania Consortium College, or in certain Gettysburg College off-campus affiliated programs described beginning on page 42.



Exemption from Degree Requirements

The College may recognize work on the college-level completed elsewhere by a student. This recognition may take the form of exemption from degree requirements and may carry academic credit. Students should present their requests for exemption to the registrar. They should be prepared to demonstrate their competence on the basis of their academic record, Advanced Placement Examination results of the College Board (see page 169), or examinations administered by the department concerned. The decisions on exemption and credit rest with the department and the registrar.

Students may satisfy the writing proficiency requirement by scoring sufficiently high on the Test of Standard Written English (TSWE) of the College Board. In 1993, the College exempted those students who scored 58 or above on the TSWE. Those scoring 53-57 were permitted to gain exemption by passing a departmental examination given on the campus.

Students may satisfy the foreign language requirement in a language not regularly offered at Gettysburg by demonstrating achievement at the intermediate-level through transfer credit, by examination, through independent study with a Gettysburg faculty member, or through an



approved exchange program with the Central Pennsylvania Consortium. International students who have learned English as a second language may satisfy the requirement with their primary language.

Individualized Study and Seminar

There are opportunities in most of the departments for students to engage in individualized study and seminars. These opportunities are primarily for seniors, but other students are frequently eligible. In some departments participation in this type of activity is part of the required program of study; in others it is optional. Most of these courses are numbered in the 400's under "Courses of Study".

Student Originated Studies (SOS)

SOS courses are student initiated and run courses, with students having the primary responsibility

for the content, readings, assignments, and conduct of the course. A faculty member assists in the development of the proposal, advises the students throughout the semester, attends course meetings as appropriate, and assigns the final grade. Each SOS course provides a half course unit of credit toward the 35 courses graduation requirement and is graded "S/U".

Academic Standing

Students are expected to maintain an academic record that will enable them to complete the requirements for graduation in the normal eight semesters. To be in good academic standing a student must have at least a 2.00 accumulative average, a 2.00 average for the semester, a 2.00 average in the major field of study by the end of the junior year and during the senior year, and be making appropriate progress in acquiring the credits and completing the various requirements for graduation. Students who do not



Transcripts

The College supports students in their candidacy for graduate or professional school admission or in their search for appropriate employment by providing a responsive transcript service. Requests for transcripts must be in writing and should be directed to the Office of the Registrar. This office prepares transcripts twice a week on Tuesdays and Fridays. There is no charge for this service unless the request requires special handling.



meet these standards will be given a warning, placed on academic probation, placed on dismissal alert, or be dismissed from the College.

The student who falls below the following minimum standard is considered not to be making satisfactory progress and is either placed on dismissal alert or is dismissed: for first year students - 1.50 GPA and six courses completed; for sophomores - 1.80 GPA and fifteen courses completed; for juniors - 1.90 GPA and twenty-five courses completed.

In addition to these minimum standards, a student on probation must show significant improvement during the following semester in order to remain at the College. Normally, a student may not remain at the College with three consecutive semester averages below 2.00.

Students receiving some forms of financial aid must maintain certain progress toward achieving a degree in order to remain eligible for such aid. See the "Financial Aid" section of this catalogue for a more complete discussion of appropriate progress.

In accordance with the regulations of the National Collegiate Athletic Association (NCAA), a student who is on dismissal alert status may not participate in the institution's intercollegiate athletic program.

Withdrawal and Readmission

The Academic Standing Committee and the Committee on Readmission review applications for readmission from students who have withdrawn from Gettysburg College.

Readmission for students who withdraw from the College is not automatic. The procedure for seeking readmission depends on the student's academic status at the time of withdrawal, the length of time that has elapsed since withdrawal, and the reason for withdrawal, as described in the sections that follow. Normally, the Academic Standing Committee reviews all applications for readmission by the second week of November and the second week of April; all supporting materials should be submitted to the Office of Academic Advising by the beginning of November or the beginning of April.

Voluntary Withdrawal

A student who is in good academic standing at the time of withdrawal and seeks readmission within one academic year after withdrawing must file with the Academic Standing Committee, through the Office of Academic Advising, an application for readmission that provides an account of his or her activities during the absence from the College. This application is available through the Office of Academic Advising and should be submitted by November 1 or April 1. Any student who seeks readmission



after one year has elapsed must submit a more detailed application for readmission. This application is also available through the Office of Academic Advising. Any student who desires to be considered eligible for financial aid upon return must complete all financial aid applications by the normal financial aid deadlines and notify the Office of Financial Aid of his or her intention to return.

A student who withdraws voluntarily should arrange for an exit interview with a member of the academic advising staff prior to leaving the College. A readmission interview is desirable, and in some cases required, depending on the circumstances surrounding the student's withdrawal.

A student who withdraws voluntarily and is on academic probation at the time of withdrawal must submit an application for readmission to the Academic Standing Committee through the Office of Academic Advising. The Academic Standing Committee will review the student's

application, previous record at Gettysburg College, activities since leaving college, and prospects for the successful completion of his or her undergraduate studies.

Dismissal

A student who is dismissed from the College for academic reasons normally is not eligible for readmission until one academic year has elapsed. Students who have been dismissed from the College for academic reasons for a second time are not eligible for readmission. An application for readmission must be submitted to the Academic Standing Committee through the Office of Academic Advising. A personal interview may be required. The Academic Standing Committee will review the student's application, recommendations from an employer and three Gettysburg College faculty members, activities since leaving college, and prospects for future academic success at the College. To be eligible for readmission, a dismissed student must also have completed at least one course at an accredited institution and have earned a grade of "B" or higher.

A student who is suspended for disciplinary reasons must follow this same procedure for readmission except that he or she is not required to take course work elsewhere. A student in this category is eligible to apply for readmission at the end of the time period designated for the suspension.

Medical Withdrawal

A student whose health is so impaired that matriculation cannot be continued will be granted a medical withdrawal provided that a physician, psychiatrist, or psychologist confirms in writing the seriousness of the condition and recommends that the student withdraw from the College. In such cases an Associate Dean of Academic Advising may authorize grades of "W" for the courses in which the student is currently enrolled. A student in good academic standing who has been granted a medical withdrawal must submit an application for readmission to the Academic Standing Committee, through the Office of Academic Advising, at least three weeks prior to the beginning of the semester that matriculation is desired. A letter from his or her attending physician, psychiatrist, or psychologist which certifies that the student will be ready to resume a full academic program by a designated time must be sent to the Counseling Center or Health Services. If, based on



medical considerations, there is reason to limit the student's course load or physical activity, a recommendation for such should be noted in this letter. A personal interview with a member of the Counseling Center or Health Services staff may also be required. Decisions regarding readmission are the responsibility of the Academic Standing Committee. Students who have withdrawn for medical reasons and who intend to return are subject to the same procedures for financial aid as are matriculated students; it is imperative to be in touch with the Financial Aid Office during absence from campus.

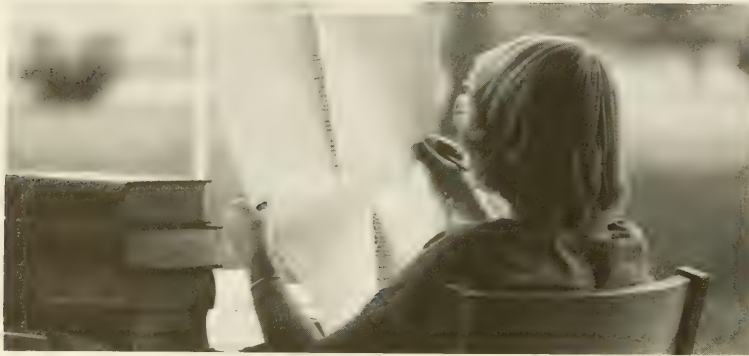
Senior Scholars' Seminar

The College offers a unique and valuable opportunity for its outstanding senior students. Each

year the Senior Scholars' Seminar, composed of selected seniors, undertakes a study of a contemporary issue which affects the future of humanity. The issues are always timely and often controversial. Past topics have included genetic engineering, conflict resolution, global disparities, computer and human communication, aging and the aged, dissent and nonconformity, imagining peace, human sexuality, and environmental protection or exploitation, and the concept of the hero.

In 1991-92 the eighteen Senior Scholars' Seminar students not only brought outside experts to campus, but also traveled to other highly selective liberal arts colleges to do research on "Creating and Sustaining Intellectual Community in the Liberal Arts College." During 1992-93, the seminar focussed on a timely topic in an election year, "media, power and contemporary presidential politics". Sixteen seminar participants studied the topic "Working Effectively in Groups: The Role of Creative Leadership" during the 1993-94 academic year.

In previous years the Senior Scholars' Seminar invited other authorities of national stature to serve as resource persons. Experts who have visited the seminar



include George Wald, Kenneth Boulding, Herbert Gans, Paolo Soleri, Joseph Fletcher, Leon Kass, Stuart Udall, David Freeman, Thomas Szasz, Daniel Ellsberg, Jonathan Schell, Daniel Bell, and James Gould. Student participants in the seminar publish a final report based on their findings and recommendations.

The issues explored in the seminar are always interdisciplinary in scope, and the students selected for this seminar represent a wide variety of majors. The seminar is team-taught by two professors of different departments.

Early in the second term of the junior year, qualified students are invited to apply for admission to the course. After the members of the class have been selected through a process of interviews, they begin to plan the course with two faculty directors and become active participants in the entire academic

process. The Senior Scholars' Seminar is assigned two course credits.

Computer Courses

In the tradition of the liberal arts, Gettysburg College emphasizes the interdisciplinary nature of the computer as a tool in problem-solving. A thorough understanding of the concepts and applications in various disciplines is important for those students interested in pursuing a career in computer science. The biology, chemistry, economics, management, mathematics, physics, political science, psychology, and sociology and anthropology departments all offer courses that make significant use of the computer. In recent years, 95% of the graduating students have made use of the computing facilities in their courses at Gettysburg.

Also, most of the First Year Colloquy courses require a multiple week training session in the use of microcomputers. These training sessions provide an introduction to WordPerfect, electronic mail, the campus computer network and computerized information system, and tools to use the Internet to access information at campuses and other sites across the country and around the world.

In addition to these courses in various departments, the College has a computer science curriculum of courses that cover the concepts that are at the core of the discipline. These courses are listed under computer science in the "Course Descriptions" section of this catalogue.

Teacher Education Programs

Gettysburg College education programs in secondary school subjects, elementary education, music education, and health and physical education are competency based and have received approval from the Pennsylvania Department of Education. The liberal arts are central to the College's teacher education programs. Students planning to teach must complete a major in an academic department of their choice and fulfill all the requirements for the bachelor of arts degree or the bachelor of science degree. Upon completing a program in teacher education, students are eligible for a Pennsylvania Certificate, Instructional I, enabling them to teach in the public schools of the Commonwealth and other states with similar requirements. Students who pursue teacher certification are required to demonstrate computer literacy prior to admission to the Education Semester. A minimum of



forty hours of observation and participation in schools is required prior to acceptance into the Education Semester. Students who are seeking an Instructional I Certificate must have successfully completed the National Teachers' Exams (NTE) in the core battery (general knowledge, communication skills, and professional knowledge) and specialty area (the subject area for which candidates are seeking certification). For more information on the exams, contact a member of the education department.

Secondary Education

Students interested in preparing to teach academic subjects in the secondary schools must complete one of the following approved programs for secondary certification: biology, chemistry, physics, general science, mathematics, English, German, Latin, French, Spanish, comprehensive social studies, health and physical education (K-12), or music (K-12). These secondary programs have been granted program approval by the Pennsylvania Department of Education. Students must complete an approved program listed in the Handbook for Teacher Education, which will, in most cases, closely parallel the requirements in their major. Early planning beginning in the first year is essential for all of these programs. Secondary

education students are required to engage in a minimum of forty hours of pre-student teaching experiences in the secondary schools during the sophomore and junior years. Students serve as observers, aides, and small group instructors in secondary classrooms. These experiences are part of the requirements for Education 209 (Social Foundations of Education) and Education 201 (Educational Psychology). For the senior year, students, in consultation with their major department, will select either the fall or spring semester as the Education Semester. Student teaching experiences are completed at a school district near the College, or the student may elect to apply to student teach abroad, in an urban setting, or in other alternative sites. The following program constitutes the Education Semester:

- Education 303 (Educational Purposes, Methods, and Educational Media: Secondary)
- Education 304 (Techniques of Teaching and Curriculum of Secondary Subjects)
- Education 476 (Student Teaching—two courses)

Note: Only these four courses may be taken during the Education Semester.

The student seeking admission to the secondary education program must file an application with the



education department by November 1 of the junior year. Admission to the program is granted by the Committee on Teacher Education, a body composed of faculty members from each department which has students in the secondary education program. This committee also determines standards for admission to the program. Members of the committee also teach Education 304 for the students of their respective departments and observe them when they engage in student teaching.

The admission of a student to the Education Semester depends upon the student's academic achievement and a recommendation from his or her major department. The guidelines for evaluating a student's academic achievement are a minimum accumulative grade point average of 2.33 and a grade point average of 2.66 in the major. The successful applicant will have earned a "C" grade or higher in all education courses. The student will also be evaluated on such professional traits as responsibility, integrity, enthusiasm, and

timeliness. Evaluation of a student's communications skills will be done in the form of a writing sample which a student submits at the time of application for entrance into the Education Semester.

Students in the program leading to certification in secondary education shall present the six specified courses in education. In addition to these six courses, students are permitted one additional education course in individualized study, or in an education internship, to count toward the Bachelors degree. A minor in secondary education consists of successful completion of these six courses (ED 201, 209, 303, 304 and 476 which is worth 2 course credits).

Elementary Education

The elementary education program is distinctive in giving students the opportunity to concentrate on liberal arts studies and complete an academic major, thus qualifying for the bachelor of arts degree.

Students interested in entering the elementary education program should consult with the education department no later than the fall semester of the first year in order to establish a program of study.

The prospective elementary teacher should complete the following program:

- 1) Economics 103, Psychology 101, World History, and HPE 199 during the first year.
- 2) Education 180, music, art, a course in child development, Education 201, and a course which is quantitative in nature.
- 3) Education 209, Education 331, Education 370, World Geography.
- 4) Education semester (fall or spring semester during the senior year) composed of Education 334, 306, and 476 (worth two courses).

Student teaching (Education 476) and Education 306 consist of 12



weeks of full-time participation in a public school near the College. Opportunities for student teaching abroad, in an urban setting, and in alternative sites also exist. Education 334 is taught in a three-week block and includes a week long, full-time experience in the schools under the direct supervision of reading specialists. Only these four courses may be taken during the Education Semester.

Elementary education students are required to engage in 50 hours of pre-student teaching experiences during the sophomore and junior years. Students serve as observers, aides, and small group instructors in elementary and middle school classrooms.

The student seeking admission to the elementary education program must file an application with the education department by November 1 of the junior year.

Admission to the program is granted by the Committee on Teacher Education, a body composed of faculty members from the education department and other departments. This committee also establishes standards for admission to the program.

The admission of a student to the Education Semester depends upon the student's academic achievement and a recommendation from his or her major department. The guidelines for evaluating a student's academic achievement are a minimum accumulative grade point average of 2.33 and a grade point average of 2.66 in the elementary education program and its related courses (history, geography, economics, child development, and

the education courses). The successful applicant will have earned a "C" grade or higher in all education courses. The student will also be evaluated on such professional traits as responsibility, integrity, enthusiasm, and timeliness. Evaluation of a student's communications skills will be done in the form of a writing sample which is submitted at the time of application for entrance into the Education Semester.

Students interested in teaching in states other than Pennsylvania will find that a number of states certify teachers who have completed baccalaureate programs in elementary education at colleges approved by its own state department of education.

Numerous states require specific scores on portions of the National Teacher Exams (NTE). See the "Education Department" section for details.

In addition to the courses listed, students are permitted one education course in individualized study, or in an education internship, to count toward the bachelor of arts degree. A minor in elementary education consists of successful completion of six courses



offered by the education department (Education 201, 209, and 476 are required). Students then designate three of the following five courses to complete the minor: Education 180, 306, 334, 331, 370. All eight courses must be successfully completed for teacher certification in elementary education.

Music Education

The prospective teacher of music in the elementary and secondary schools should complete the program for the degree of bachelor of science in music education. This requires successful completion of 35 courses exclusive of courses in applied music and health and physical education. The half credit course, HPE 107 (Wellness) and one other quarter course in fitness/recreational skill activities is required.

The program includes:

Twelve courses in music:

Music Theory

- I. 141
- II. 142
- III. 241
- IV. 242
- V. 341 (Orchestration)
- VI. 342 (Form and Analysis)

Music History

- 244 (Intro to Music History and Literature)
- 313 (Music in the Medieval, Renaissance and Baroque Periods)
- 314 (Music in the Classical, Romantic, and Contemporary Periods)

Conducting

- 205 (Choral Conducting)
- 206 (Instrumental Conducting)

Applied Music

- 456 (Senior Recital)



In addition to the typical four or five full courses per semester, students will also carry several quarter courses in applied music. As many as 19 quarter courses will be taken during the four year program. These do not count toward the 35 course graduation requirement and may be taken in addition to the 40 courses permitted. The applied music areas taken as quarter courses include:

- 125 - 129Q Major performance area (voice, piano, organ, guitar and wind, percussion, or string orchestral instruments)
- 123Q Piano
- 121Q Voice
- 150 - 156Q Instruments of the band and orchestra

Five courses in music education:

- 320 (Principles and Procedures of Teaching Music in the Elementary School)
- 321 (Principles and Procedures of Teaching Music in the Secondary School)

474 (Student Teaching which is given 3 course units)

Four courses required for certification.

- Psychology 101
- Education 209 (Social Foundations of Education)
- Education 201 (Educational Psychology)
- Education 303 (Educational Purposes, Methods and Educational Media: Secondary)

Distribution Requirements Electives

Participation for four years in an authorized musical group and presentation of a recital in the senior year are required.

The student interested in pursuing the Bachelor of Science program should consult with the music department as early as possible.

Ninth Semester Education Program

Gettysburg College students who demonstrate academic ability but cannot finish certification requirements within four years may, with approval by the Teacher Education Committee, return to campus for a consecutive ninth semester to complete their student teaching and certification requirements. This semester, which would include only work in education, would be provided at cost (1993 cost: \$1,500) to these recent Gettysburg College graduates. Students who elect this option will graduate before finishing certification requirements. Thus, students who elect to student teach during the Ninth Semester Option will receive certification, but will not be eligible to declare a minor in education. Interested students should consult with a faculty member about this option.

Teacher Placement

The College maintains a Teacher Placement Bureau to assist seniors and graduates in securing positions and to aid school officials in locating qualified teachers. All communications should be addressed to the Director of the Teacher Placement Bureau.

Employment Prospects in Teaching

The projected annual demand for new hiring of all teachers is expected to rise from 233,000 in 1990 to a high of 243,000 in the year 2000, according to the



National Center for Education Statistics. Demand will be greatest at the elementary school level. Of the reporting 1993 certified Gettysburg College graduates who sought teaching positions in elementary education, 57% were teaching or in education-related occupations during the following academic year. Of the reporting certified secondary education graduates, 87% were so employed. The reported average salary for those certified through the program at Gettysburg College was \$24,000.

Off-Campus Study

College Affiliated Programs

In order to supplement and enhance the regular courses at the College, the faculty designates certain off-campus programs of study as College affiliated programs. As such, these programs are recognized as worthy of credit to be applied toward the Gettysburg College degree. In affiliated programs, both grades and credits shall be accepted as if they were grades and credits earned at Gettysburg College. Currently, any student with sophomore status who is in good social and academic standing may apply for permission to study off-campus in any program approved by the college. A student wishing to study abroad should petition through the Office of Off-Campus Studies; those who wish to study off-campus in the United States should petition through the Office of the Registrar. The Academic Standing Committee shall approve a student's participation in a program and shall establish regulations and standards for the acceptance of credits.

Consortium Exchange Program

The program of the College is enriched by its membership in the Central Pennsylvania Consortium (CPC) consisting of Dickinson, Franklin and Marshall, and Gettysburg Colleges. The Consortium provides opportunities for exchanges by students and faculty, and for other off-campus study. Students may take a single course or enroll at a Consortium College for a semester, or a full year. A course taken at any Consortium College is considered as in-residence credit. Interested students should consult the registrar.

Lutheran College Washington Semester

(Ethical Issues and Public Affairs). Gettysburg College, in partnership with Augustine College (Sioux Falls), Lenoir-Rhyne College, Luther College, Muhlenberg College, Roanoke College, Susquehanna University, Thiel College, Valpariso University, Wittenburg University, and the Luther Institute in Washington, D.C., runs full academic programs during the fall and spring semesters of each academic year, and a two month internship program during the summer. Students live together in an apartment complex that houses students from other colleges who are also studying in Washington, D.C. During regular semesters students earn four course



credits by taking a two-credit internship (in their area of interest) and two seminars. One of the seminars is entitled "Ethical Issues and Public Affairs" and the other is a special topics seminar created each year. In 1993-1994, the special topic was "Health Care". Additionally, there are a variety of field trips to important political, cultural, social, and religious organizations. Service learning projects are also part of the experience. The Lutheran College Washington Semester is

recommended for juniors, but sophomores and seniors may apply. Information may be obtained from Dr. Donald Hinrichs, Department of Sociology and Anthropology, or by writing Dr. Nancy Joyner, Director, The Lutheran College Washington Consortium, 226 East Capitol Street, Washington, D.C. 20003.

Washington Semester Gettysburg College participates with American University in Washington, D.C. in a cooperative arrangement known as the Washington Semester. The program is divided into several



distinctive areas. For students interested in government, politics, and law, the *Washington Semester, National Government and Politics* focuses on important national institutions and the interrelationships of the various actors in the political process. *Washington Semester in International Politics and Diplomacy* examines the formulation, implementation, and consequences of the foreign policy of the United States. *Washington Semester in Peace and Conflict Resolution* examines conflict resolution theory, history, methodologies, and skill development and forces that move in the directions of conflict or peace. *Washington Semester in Justice* is concerned with the nature and sources of crime and violence, the conflicting theories and beliefs about justice, and the impact of national policymaking on social and criminal justice. *Washington Semester in American Politics: Public Law* is designed for prelaw students and examines the major institutions and principal actors that determine federal judicial policy for the nation.

For students with an interest in economics, business, and trade, there is a *Washington Semester in Economic Policy* which provides for a study of the macro and micro economic policy-making process in both the international and domestic spheres. *Washington Semester in International Business and Trade* offers an opportunity to study in a city which contains offices of seventy-five percent of all multinational corporations, and over two hundred foreign-owned companies.

Communications and the fine arts are also represented by two additional programs. *Washington Semester in Journalism* provides for the study and practice of journalism in the "news capital of the world," and the *Washington Semester in Museum Studies and the Arts* offers an exploration of the worlds of art and architecture.

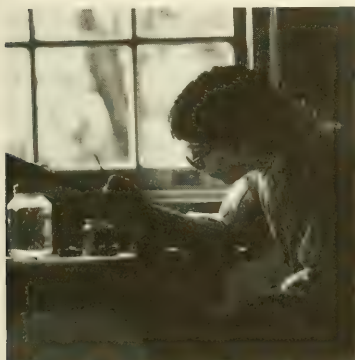
Typically, students in the Washington Semester program participate in seminars (two course credits), undertake a major

research project (one course credit) and serve an internship (one course credit).

The Washington Semester may be taken during either semester of the junior year or the fall semester of the senior year. To qualify, a student must have a minimum accumulative average of 2.50, and 3.00 in the major, and clearly demonstrate ability to work on his or her own initiative. Further information may be obtained from the appropriate department.

The Washington Economic Policy Semester Gettysburg College participates in this cooperative, intercollegiate honors program with American University in Washington, D.C. The semester is designed for students with an interest in economics. It intensively examines economic policymaking from theoretical, practical, domestic, and international points of view. During the semester, students are brought into direct contact with people who are involved in the formulation of economic policy.

The program of study includes (1) the Economic Policy Seminar (two course credits), which encompasses a theoretical analysis of economic policy problems; extensive reading; on-site discussions with economic policy decision-makers; preparation of papers, and the presentation of alternative paradigms that may be used to understand economic



policy; (2) the choice of an internship (one course credit) in a private or governmental agency involved with economic policy, or an intensive independent research project (one course credit); and (3) an elective chosen from the courses offered by American University. It should be noted that the grades received in these courses, as well as the credit for four courses, will appear on the student's Gettysburg College transcript.

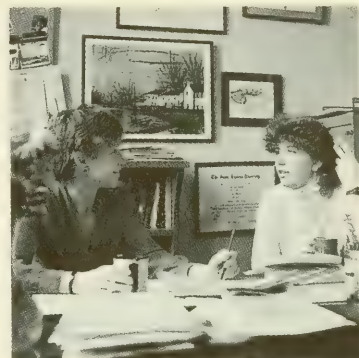
This program can be helpful to students in several ways. For all students, it provides an opportunity to dispel the mystery surrounding the policy-making process, to make them better informed citizens, and thus to improve their understanding of the complex interaction between the government and the economy. For those persons who plan to be professional economists, it will provide a practical introduction to learning about the nation's important economic institutions as well as the political considerations that influence the translation of

economic theory into government policy. The program will allow students to become familiar with the basic economic issues of the times and with the different approaches for solving those problems. For students who are interested in becoming business economist lawyers or community organizers, the knowledge gained about the bureaucracy in Washington and how the federal government operates will be invaluable in their careers.

Students should take the Washington Economic Policy Semester in the fall or spring semester of the junior year or the fall semester of the senior year. To qualify, a student must have a minimum accumulative grade point average of 2.50, and have demonstrated the ability to work on his or her own initiative. In addition, students wishing to apply for this program should have completed Economics 103-104, 241, 243, and 245. Most participants major in economics or management; however, interested applicants from other areas are encouraged to apply. Further information, including the application procedure for this program, can be obtained from Dr. William F. Railing, Department of Economics.

The United Nations Semester

Students qualifying for this program spend a semester at Drew University in Madison, New Jersey.



On Tuesdays and Thursdays these students commute to the United Nations for a survey course in international organization which consists in part of briefings and addresses by individuals involved in United Nations activities. A research seminar also uses the facilities of the United Nations Headquarters. Other courses to complete a full semester's work are taken at the Drew Campus.

The United Nations program is offered in both the fall and spring semesters. Some scholarship assistance may be available for non-Drew University students. Application can be made in the junior or senior year. Students from any academic concentration who have taken an introductory course in political science and who have maintained a respectable grade point average are eligible for nomination. Further information may be obtained from the Office of the Registrar.

Center for Cross-Cultural Study,

Seville, Spain The College offers two special options for study abroad at the Center for Cross-Cultural Study in Seville, Spain. The first option is for students who have completed Spanish 301. These students may, with permission of the Academic Standing Committee, study at the Center for one or two semesters of their sophomore or junior year, the fall semester of their senior year, or during the summer session. The second option is for students who have completed Spanish 104 or its equivalent. This option allows students to complete their language distribution requirement and literature distribution requirement while studying at the Center. In both programs, credits as well as grades earned at the Center will be transferred to the student's college transcript. Financial aid may be applied to participation in the program during the regular academic year. Students interested in studying at the Center should contact the Spanish department.

The Foreign Student Study Center, The University of Guadalajara,

Mexico Students who have completed Spanish 301 or its equivalent may study for one or two semesters of their sophomore or junior year or the fall semester of their senior year at the University of Guadalajara's Foreign Student Study Center. Courses offered include language, Mexican literature, history, culture, art, and political



science. Both credits and grades will be transferred. Financial aid may be applied to participation in the program during the regular academic year. Interested students should contact the Spanish department.

Center for Global Education

The College participates in three programs of the Center for Global Education in Cuernavaca, Mexico: Program in Global Community, Social Policy and Human Services in Latin America, and Women and Development: Latin American Perspectives. Each program involves four courses over a semester including an intensive Spanish course. The Global Community program includes a component of living in a rural village. The Social Policy and Human Services program deals with social justice issues, development and models of education and social work. Students in the Women and Development program study in Nicaragua and Guatemala in addition to Mexico. For more information students

should contact the College's Coordinator of Global Studies or the off-campus studies office.

Interdisciplinary Study Abroad Program in England

This program offers a fall semester abroad for fifteen juniors and seniors who would like to pursue interdisciplinary studies in Colchester, the program will give these students the opportunity to experience two sides of British culture: the urban and the provincial. The program begins in September with a four-week intensive interdisciplinary seminar in London. This seminar will be taught each year by the program's resident director, a Gettysburg College faculty member who will accompany the students throughout the entire program. At the beginning of October, the students will move on to the University of Essex in Colchester, where they will be enrolled as visiting students for the ten-week fall term. Students will take a full course load (normally four courses), be taught by British

faculty, and be housed with British and other international students. Students will receive one Gettysburg College Credit for the September seminar in London and three course credits for the four ten-week courses taken at the University of Essex. Thus the entire program will earn each student four Gettysburg College course credits. Both grades and credits will be transferred. Financial aid may be applied to the program. Interested students should visit the office of off-campus studies.

C.I.E.E. Program at the Université de Haute Bretagne, Rennes, France

Juniors and first-semester seniors who have completed French 301 or its equivalent may study for a semester in the Council on International Educational Exchange's program at the Université de Haute Bretagne in Rennes. Both credits and grades will be transferred. Financial aid may be applied to participation in the program. Interested students should contact the French department.

Institute for American Universities Program in Aix-en-Provence

A one-semester or one-year program intended for *non-majors*. Students who have completed 101-104 or 103-104 at Gettysburg *may fulfill* the language requirement in the *fall* semester at Aix. Students who have already satisfied the language requirement will take more advanced courses in French



language, literature, and civilization during the fall or spring. In addition to their course work in French, all students may choose approved classes in history, political science, management, art, philosophy, psychology, and literature given in English. Both credits and grades will transfer. Financial aid may be applied to participation in the program. Interested students should contact the French department.

Kansai University of Foreign

Studies The College has a cooperative agreement with Kansai University of Foreign Studies in Hirakata City, Osaka, Japan.

Students may study for a semester or a year at the University in a program that combines a rigorous Japanese Language program with lecture courses in the humanities, social sciences, and business which are conducted in English. Both credits and grades will be transferred. Financial aid may be applied to this particular program. Interested students should contact Dr. Katsuyuki Niuro in the economics department.

Fall Semester in Cologne, Germany Sophomore through first semester seniors with a minimum of one year of college German or the equivalent

are eligible to participate in the Fall semester program in Cologne, Germany. A student may satisfy the distribution requirement in language in one semester and will take additional courses taught in English from other liberal arts areas (some of which also satisfy different distribution requirements). This is a fall semester program co-sponsored by the Pennsylvania Colleges in Cologne Consortium. Both credits and grades are transferred. Financial aid may be applied to participation in the program. Interested students should contact the German department.

College Year in Athens, Greece

The program is open to sophomores, juniors, and seniors (although the majority of students are of junior level) majoring in humanities or social sciences; approximately one third of the students at College Year are classics majors. The language of instruction is English. The courses offered are mainly concerned with Greece, from ancient through Byzantine to modern times, and with the Mediterranean basin including the Near East. The categories of subject matter include history, literature, art and archaeology, philosophy, ecology, economics, ethnography, politics, religion, classical Greek and Latin languages, and modern Greek. Applications from students who plan to attend College Year for an academic year or for one semester will be considered. College Year is incorporated under American law as



a non-profit, educational institution managed by a Board of Trustees. Both credits and grades will be transferred. Financial aid may be applied to participation in the program. Interested students should contact the Department of Classics or the Department of Philosophy.

Off-Campus Study Program In Zimbabwe The college offers each fall semester an off-campus studies program in Zimbabwe, Africa. The program is open to sophomores and juniors (and also seniors, on a space-available basis) who have at least a 2.75 GPA. Four courses will be taught jointly in Harare by

Gettysburg College faculty and faculty from the University of Zimbabwe and other national institutions. Field trips outside of Harare and homestays are integral parts of the study program. Students are paired with counterparts—typically, students from the University of Zimbabwe. Housing will be at international hostels in Harare. Regular Gettysburg College fees for tuition, room, and board cover all costs (including round trip airfare), except books and personal expenses. The program will be conducted by the coordinator of African-American studies, and will

offer the following courses: African Literature, History of Southern Africa, African Environmental Science, and African Political Economy. Interested students should contact the coordinator of African-American studies.

Intercollegiate Center for Classical Studies in Rome, Italy

The Center is open to students majoring in classics, classical history, archaeology, or art history with a concentration in classical art. The program lasts for one semester and is offered during the fall and the spring. The Center provides undergraduate students with an opportunity to study Greek and Latin literature, ancient history and archaeology, and ancient art in Rome. A managing committee, elected by the member institutions, has arranged with Stanford University for the Stanford overseas studies office to administer the Rome Center. The faculty is chosen from persons teaching in universities and colleges in the United States and Canada. The language of instruction is English. Both credits and grades will be transferred. Financial aid may be applied to participation in the program. Interested students should contact the Department of Classics.

Lutheran Theological Seminary Exchange

Gettysburg College students are eligible to take up to four courses at the Lutheran Theological Seminary also located



in Gettysburg. The Seminary offers coursework in Biblical Studies, Historical Theological Studies, and Studies in Ministry. Interested students should consult the registrar.

Wilson College Exchange

Gettysburg College offers an exchange opportunity with Wilson College, an area college for women, with course offerings that supplement Gettysburg's offerings in communications, women's studies, international studies, dance, and other creative arts. Students may take a single course or enroll as a guest student for a semester or a full year.

Marine Biology The biology department offers two programs for students interested in pursuing studies in marine biology. These programs are in cooperation with Duke University and the Bermuda Biological Station for Research.

The Bermuda Biological Station for Research (St. George's West,

Bermuda) offers courses in biological, chemical, and physical oceanography during the summer. Any course taken by a Gettysburg College student may be transferred to Gettysburg together with the grade, provided prior approval is granted by the biology department.

Gettysburg College is one of a limited number of undergraduate institutions affiliated with the Duke University Cooperative Undergraduate Program in the Marine Sciences. The program, offered at the Duke University Marine Laboratory (Beaufort, North Carolina), is a ten week semester of courses, seminars, and independent investigations. Studies include the physical, chemical, geological, and biological aspects of the marine environment with emphasis on the ecology of marine organisms.

This program is appropriate for juniors or students who have had three to four courses in biology.

Students receive credit for the equivalent of five courses, two of which may be used toward the minimum eight required for the biology major. The remaining courses will apply toward graduation requirements.

Additional Off-Campus Opportunities

Study Abroad Qualified students may study abroad during one or two semesters of their junior year or the fall semester of their senior year. The Office of Off-Campus Studies maintains an information file of recommended programs and stands ready to assist students with their unique study plans. It is important to begin the planning process early. During the first year, or at least by the first semester of the sophomore year, students who plan to study abroad should discuss with their advisers the relationship of their proposed course of study to their total academic program. An outline of the program and a list of specific courses with appropriate departmental approval must be submitted to the Academic Standing Committee, which gives final approval on all requests to study abroad. To qualify, a student must be in good social and academic standing. Study abroad programs are not limited to language majors; students in any major field may apply. Further information may be obtained from the Office of Off-Campus Studies.



Special Interest Programs

Students may petition the Academic Standing Committee for permission to take courses at another college, university or study site which offers a program in a special interest area not fully developed at Gettysburg College. Examples of special interest areas are urban studies, asian studies, studio arts, African-American studies and environmental studies. Interested students should consult the Office of the Registrar.

Dual-Degree Programs

Engineering This program is offered jointly with Columbia University, Rensselaer Polytechnic Institute (RPI), and Washington University in St. Louis. Students spend three years at Gettysburg College followed by two years at one of these universities. Upon successful completion of this program, the student is awarded the Bachelor of Arts degree from Gettysburg and the Bachelor of

Science degree in an engineering discipline from one of the three affiliated universities. The affiliation with RPI also offers the opportunity for a Master's degree after three years at RPI. Gettysburg students, on their own initiative, have also completed dual-degree programs at non-affiliated universities. Students who qualify for financial aid at Gettysburg College will usually be eligible for similar aid at the engineering affiliate universities; this benefit is not available to international students.

Candidates for this program will have an adviser in the physics department. Normally a student will be recommended to Columbia, RPI, or Washington University during the fall semester of the junior year. Students must have a minimum of a 3.0 grade point average in order to be recommended, except for students interested in electrical engineering at RPI who are required to have a 3.5 average for recommendation.

The specific courses required for admission by each affiliated institution vary and students should schedule courses in close cooperation with the engineering adviser at Gettysburg. In general, dual-degree engineering students can expect to take Physics 111, 112, 213, 319, 330; Mathematics 111, 112, 211, 212, 363; Chemistry 111, 112, and a computer science course. All dual-degree engineering students will have to complete the distribution requirements of Gettysburg while in residence at Gettysburg. Because of the limited flexibility of the dual-degree engineering curriculum, students are urged to identify their interests in this program at the earliest possible time.

Nursing The College has a five-year program under which students spend three years at Gettysburg and two at the Johns Hopkins University School of Nursing in Baltimore. At the end of the fourth year of study, students complete requirements for a B.A. degree from Gettysburg; at the end of the fifth year, students will receive a B.S. degree from the Johns Hopkins University. Students interested in this program should contact the dean of first year students for further information.

Optometry Pennsylvania College of Optometry (PCO) will offer admission into the program leading to the Doctor of Optometry to students from Gettysburg at the end of the junior year provided that all



prerequisites are met. At the conclusion of the first year at PCO, students will receive the baccalaureate degree from Gettysburg and, after seven years of undergraduate and professional

study, the Doctor of Optometry from the Pennsylvania College of Optometry. Students who qualify for early admission to the program will be recommended by the Premedical Committee at Gettysburg College

and will be required to interview at the Pennsylvania College of Optometry during the spring term of the junior year.

Forestry and Environmental Studies

In addition to its own program in environmental studies, the College offers a dual-degree program with Duke University leading to graduate study in natural resources and the environment. Students will earn the Bachelor's and Master's degree in five years, spending three years at Gettysburg College and two years at Duke University's School of the Environment. Students must fulfill all the distribution requirements by the end of the junior year. The first year's work at Duke will complete the undergraduate degree requirements and the B.A. will be awarded by Gettysburg College at the end of the first year at Duke. Duke will award the professional degree of Master of Forestry or Master of Environmental Management to qualified candidates at the end of the second year.

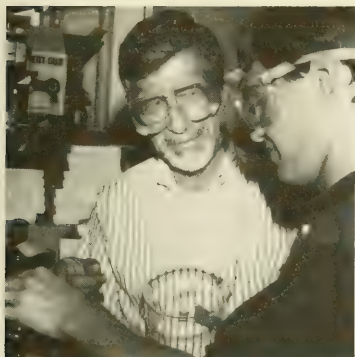
Candidates for the program should indicate to our admissions office that they wish to apply for the forestry and environmental studies curriculum. At the end of the first semester of the third year, the College will recommend qualified students for admission to the Duke School of the Environment. No application need be made to the school before that time. During the first semester of the junior year at Gettysburg, the student must file



with the Office of the Dean of Academic Advising a petition for off-campus study during the senior year. All applicants are urged to take the verbal and quantitative aptitude tests of the Graduate Record Examination in October or December of their junior year.

The major program emphases at Duke are 1) Ecotoxicology and Environmental Chemistry; 2) Resource Ecology; 3) Water and Air Resources; and 4) Resource Economics and Policy. Programs, however, can be tailored with other individual emphases. An undergraduate major in one of the

natural or social sciences, management, or pre-engineering is good preparation for the programs at Duke, but students with other undergraduate concentrations will be considered for admission. All students contemplating this cooperative program should take at least one year of courses in each of the following: biology, mathematics (including calculus), economics, statistics, and computer science. In addition, organic chemistry is a prerequisite for the ecotoxicology program and ecology for the resource ecology program. Please note that this is a competitive



program and students are expected to have good quantitative analysis and writing skills.

Students begin the program at Duke in late August and must complete a total of 48 units, including a Master's degree project, which generally takes four semesters.

Some students may prefer to complete the Bachelor's degree before undertaking graduate study at Duke. The Master's degree requirements for these students are the same as those for students entering after the junior year. All credit reductions are determined individually and consider both the student's educational background and objectives.

Preprofessional Studies

Prelaw Preparation Students planning a career in law should develop the ability to think logically, analyze critically, and to express verbal and written ideas clearly. In addition, the prospective

law student needs a wide range of critical understanding of human institutions. These qualities are not found exclusively in any one field of study. They can be developed in a broad variety of academic majors. It should be noted that a strong academic record is required for admission to law school.

The College has a prelaw adviser to assist and advise students in their consideration of the legal profession and to aid them in gaining admission to law school. A brochure is available through the Office of Admissions and the Office of the Provost that describes prelaw preparation at Gettysburg. Students planning a career in law should review this brochure.

Preparation for Health Professions

The Gettysburg College curriculum provides the opportunity, within a liberal arts framework, for students to complete the requirements for admission to professional schools of medicine, dentistry, and veterinary medicine, as well as several allied health schools. Students considering a career in one of these fields are advised to schedule their courses carefully, not only to meet the admission requirements for the professional schools, but also to provide for other career options in the event that their original choices are altered. The following courses will meet the minimal entrance requirements for most medical, dental, or veterinary schools: Biology 101, 112; Chemistry 111,

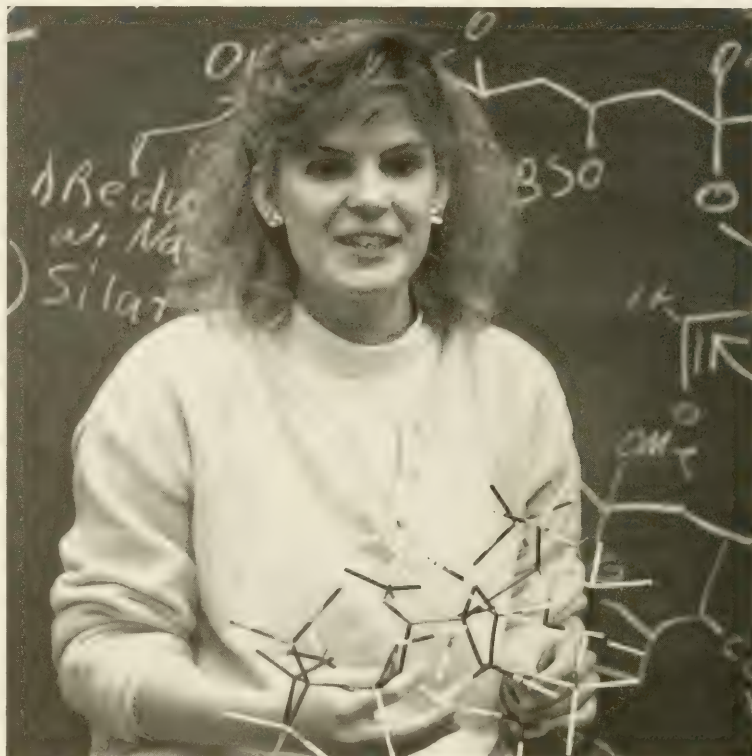
112; Chemistry 203, 204; Math 111 and 112 (for schools requiring a year of mathematics) or Math 111, 112 (for schools requiring a semester of mathematics); Physics 111, 112; two or three courses in English; and a foreign language through the intermediate level. Math 105-106 may be substituted for Math 111 in any of the mathematics requirements. Since completion of these courses will also give the student minimum preparation for taking the national admissions examinations for entrance to medical, dental, or veterinary school, it is advisable to have completed or be enrolled in these courses by the spring of the junior year when the tests ordinarily are taken. While most students who seek recommendation for admission to health professions' schools major in either biology or chemistry, the requirements can be met by majors in most other subjects with careful planning of a student's program. Pre-health professions students are encouraged to choose electives in the humanities and social sciences and to plan their programs in consultation with their major advisers or a member of the Pre-Health Professions Committee.

All recommendations for admission to health professions' schools are made by the Pre-Health Professions Committee, normally at the end of the junior year. Students seeking admission to these professional schools must also take one of the following national admissions

examinations: MCAT (medical), DAT (dental), VMAT or GRE (veterinary) or OAT (optometry). The Pre-Health Professions Committee is composed of members from the Departments of Biology, English, Chemistry, and Physics with the dean of first year students acting as chairperson. Because of the competition for admission to medical school, the Pre-Health Professions Committee recommends that a student maintain a high accumulative average (near 3.50) overall and in medical school required courses. Students do not, however have to maintain an accumulative average near to 3.50 or such an average in medical school required courses to obtain a recommendation from the Pre-Health Professions Committee for admission to medical school. Generally, students with a competitive accumulative average and a competitive score on the MCAT gain an interview at one or more medical schools.

The level of grades required for admission to health professions schools varies according to the type of health professions school to which a student applies. So students who do not maintain an accumulative average near 3.50 may nevertheless be strong candidates for admission to many health profession schools.

The Pre-Health Professions Committee has prepared a brochure about preparation at Gettysburg for the health professions. It is available



from the admissions office and the dean of first year students. Students interested in the health professions should obtain this brochure.

Hahnemann University's Graduate School of **Physical Therapy** will offer early acceptance (fall of the senior year) to students from Gettysburg College who meet the criteria for admission into the entry-level Masters Degree Program. Students may major in any department, although a major in biology or health and physical education is most common. Regardless of major, eight science courses in three different departments (biology, chemistry and physics) are required.

Students who are eligible for early admission to the program will be recommended by the Pre-Health Professions Committee at Gettysburg College and are required to interview at Hahnemann University during the fall semester of the senior year.

See also information about the College's Cooperative Programs in **Nursing** with the Johns Hopkins University and in Optometry with Pennsylvania College of **Optometry** on page 51.

The Pre-Health Professions Committee holds periodic meetings to explain requirements for

admission to health professions schools, to bring representatives of these schools to campus to talk to students, and to explore issues of interest to the medical professions. In the office of the dean of first year students is a collection of materials about the health professions. It includes information about admissions requirements, guidebooks on preparing for national admissions examinations, catalogues from many health professions schools, and reference materials on fields such as medicine, dentistry, veterinary science, optometry, pharmacy, podiatry, physical therapy, public health, and health care administration.

Graduation Honors and Commencement

The College awards the following honors to members of the graduating class. These senior honors are intended for students with four years' residence at Gettysburg College; grade point average computations are based on four years' performance.

1. Valedictorian -- to the senior with the highest accumulative average.
2. Salutatorian -- to the senior with the second highest accumulative average.
3. Summa Cum Laude -- to those seniors who have an accumulative average of 3.750 or higher.

4. Magna Cum Laude -- to those seniors who have an accumulative average of 3.500 through 3.749.

5. Cum Laude -- to those seniors who have an accumulative average of 3.300 through 3.499.

The Academic Standing Committee may grant the above honors to students with transfer credit if they have satisfied the conditions of the honor during at least two years in residence at Gettysburg College and have presented excellent transfer grades. To arrive at a decision, the committee will factor in all grades earned at other institutions and during off-campus study programs.

In addition to the above, departments may award departmental honors for graduating seniors based upon their academic performance in a major field of study. Departmental honors are awarded to transfer students on the same terms as to other students since the computation for this award is not necessarily based on four years in residence at Gettysburg College.

Participation in the May commencement exercises shall be limited to those students who will be graduated from Gettysburg College at that commencement ceremony.

Deans' Lists

The names of those students who attain an average of 3.600 or higher in either semester are placed on the

Deans' Honor List in recognition of their academic achievements. Also, those students who attain an average from 3.300 to 3.599 are placed on the Deans' Commendation List. To be eligible for these honors, students must take a full course load of at least four courses, with no more than one course taken under the S/U grading option during that semester (except for students taking the Education Term who may take two courses S/U). First year students who attain an average of 3.000 to 3.299 are placed on a First Year Recognition List for commendable academic performance in their first or second semester.

Phi Beta Kappa

Phi Beta Kappa, founded in 1776, is the oldest Greek-letter society in America and exists to promote liberal learning, to recognize academic excellence, and to support and encourage scholars in their work. The Gettysburg College chapter was chartered in 1923 and is today one of 242 Phi Beta Kappa chapters in American colleges and universities, nineteen of which are in Pennsylvania. The Gettysburg chapter elects to membership about 5 to 10% of the senior class who have distinguished academic records and exhibit high moral character and intellectual curiosity. Election to Phi Beta Kappa is perhaps the most widely recognized academic distinction in American higher education.

Alpha Lambda Delta

Alpha Lambda Delta is a national society that honors academic excellence during a student's first year in college. It has 213 chapters throughout the nation. The purposes of Alpha Lambda Delta are to encourage superior academic achievement among students in their first year in college, to promote intelligent living and a continued high standard of learning, and to assist women and men in recognizing and developing meaningful goals for their roles in society. Alpha Lambda Delta membership is open to Gettysburg students who attain a grade point average of 3.50 or higher during their first year at Gettysburg.



Other Academic Honorary Societies

The College promotes excellence in the academic program by supporting the following honorary societies for students with outstanding academic records in a particular major or area of study.

Alpha Kappa Delta - the international sociology honor society, open to majors who have taken at least four courses in the department and have a GPA of 3.0 or better in the major.

Eta Sigma Phi - the classics honorary society for students who have taken at least two courses in the classic department with a "B" or

better average and who are enrolled in an additional classics course.

Omicron Delta Epsilon - the honorary society for majors in economics with proven intellectual curiosity and integrity, enthusiasm for the discipline, and with a minimum of four courses in economics with an average of at least 3.0 in the major and overall.

Phi Alpha Theta - a society that recognizes academic achievement in history and that actively carries on dialogue about history related issues outside the classroom.

Phi Sigma Iota - the Romance Languages honorary society, for juniors and senior majors in French and/or Spanish with at least a "B" average in the major and overall.

Pi Lambda Sigma - the national honorary society for majors in management, economics and political science with at least five courses in their major with a GPA of 3.1 or better.

Pi Sigma Alpha - the honorary society for majors in political science with a major average of 3.0 or better.

Sigma Alpha Iota - the international society for women in music, advocating and encouraging excellence in scholarship, advancement of the ideals and aims of the Alma Mater and adhering to the highest standards of citizenship and democracy.

Prizes and Awards

The following prizes recognize outstanding scholarship and achievement. They are awarded at a Fall Honors Program in October or a Spring Honors Convocation held in May. Grades earned in required courses in physical education are not considered in computations for prizes or awards. Transfer students are eligible for prizes and awards.

Endowed Funds

Betty M. Barnes Memorial Award in Biology The income from a fund, established by Dr. & Mrs. Rodger W. Baier, is awarded to a senior student with high academic ability preparing for a career in biology or medicine.

Baum Mathematical Prize The income from a fund, contributed by Dr. Charles Baum (1874), is given to the student showing the greatest proficiency in mathematics through his or her sophomore year.

John Edgar Baublitz Pi Lambda Sigma Awards The income from a fund initiated by John Eberhardt Baublitz in honor of his father, John Edgar Baublitz (1929) who was the first president of the



Gamma Chapter of Pi Lambda Sigma, is given annually to a senior major in economics, a senior major in management, and a senior major in political science.

Anna Marie Buddé Award The income from a bequest from Anna Marie Buddé, Instructor and Assistant Professor of Voice 1953-1972, is given to the outstanding sophomore voice student.

Romeo M. Capozzi Athletic Training Room Award The income from a bequest from Rose Ann Capozzi in memory of her late husband, Romeo M. Capozzi, is given to the student who has demonstrated the greatest degree of proficiency in Athletic Training Room techniques.

Oscar W. Carlson Memorial Award The income from a fund, contributed by the family of Oscar W. Carlson (1921), is given to a senior who demonstrates excellent academic achievement through his or her junior year in three or more courses in the Department of Religion, including two courses above the 100-level.

John M. Colestock Student Leadership Award The award, contributed by family and friends, is given to the senior student whose optimism, enthusiasm, and strength of character have provided exceptional leadership in student affairs.

Malcolm R. Dougherty Mathematical Award The income from a fund, contributed by the Columbian Cutlery Company, Reading, Pennsylvania, in memory of Malcolm R. Dougherty (1942), is awarded to the student who had the highest average in mathematics during his or her first year of college and who is working to earn part of his or her college expenses.

Margaret E. Fisher Memorial Scholarship Award The income from a fund, contributed by Dr. Nelson F. Fisher (1918) in memory of his mother, is awarded to a student who excels in one or more major sports and who achieves the highest academic average among winners of varsity letters.

Lena S. Fortenbaugh Memorial Prize The income from a fund, established by the children of Lena S. Fortenbaugh (M.A. 1925) and Robert Fortenbaugh (1913), Professor of History at the College from 1923-1959, is awarded to the senior selected by the German department on the basis of outstanding achievement in the study of German language and culture.

Holly Gabriel Memorial Award A fund established by the friends and classmates of Holly Gabriel (1978) provides a memento and notation on a plaque in the office of the sociology and anthropology department to a senior sociology major selected by the department who demonstrates superior academic achievement, concern for the welfare of others, and the intent to continue this service beyond graduation.

Samuel Garver Greek Prize The income from a fund, contributed by the Rev. Austin S. Garver (1869) in memory of his father, is awarded to the student who has made the greatest progress in Greek during the first year of college.

Samuel Garver Latin Prize The income from a fund, contributed by the Rev. Austin S. Garver (1869) in memory of his father, is awarded to the student who has made the greatest progress in Latin during the first year of college.

Graeff English Prize The income from a fund established in 1866 is awarded to a senior selected by the English department on the basis of outstanding achievement in the work of that department.

David H. Greenlaw Memorial Prize The income from a fund, contributed by Mr. and Mrs. Ralph W. Greenlaw in memory of their son, David H. Greenlaw (1966), is awarded to the student who has



offered exceptional contributions to the college's theatre program.

Edwin T. Greninger Award in History The income from a fund contributed by Edwin T. Greninger (1941) and a certificate are awarded to a student selected by the history department on the basis of the quality of the student's paper written for any of the courses in the department.

John Alfred Hamme Awards Two awards, established by John Alfred Hamme (1918), are given to the two juniors who have demonstrated in the highest degree the qualities

of loyalty, kindness, courtesy, true democracy, and leadership.

Dr. Carl Arnold Hanson, President Emeritus, Leadership Award The income from a fund contributed by his wife, Anne Keet Hanson, friends and alumni, in honor of Dr. Carl Arnold Hanson, President of Gettysburg College from 1961-1977, is awarded to a student who has achieved at least a 3.0 average in his/her major through the middle of the junior year and has demonstrated significant leadership abilities in one or more areas of college life as determined by the faculty.

Henry W. A. Hanson Scholarship

Foundation Award The income from, a fund contributed by College alumni in honor of Henry W. A. Hanson and in recognition of his leadership of and distinguished service to Gettysburg College and to the cause of education in the Lutheran Church and the nation, is awarded to a senior who plans to enter graduate school in preparation for college teaching. The student must have taken the Graduate Record Examination. If the senior chosen cannot accept, the next qualified candidate is eligible, and if no member of the senior class is chosen, a committee may select a member of a previous class.

Harry C. and Catherine Noffsinger

Hartzell Award The income from a fund, contributed by James Hamilton Hartzell (1924) in memory of his parents, is awarded to the outstanding junior student in the department of sociology and anthropology. The selection of co-recipients may be made at the discretion of the department.

James Boyd Hartzell Memorial Award

The income from a fund, contributed by James Hamilton Hartzell (1924) and his wife, Lucretia Irvine Boyd Hartzell, is awarded to a junior student majoring in economics or in management for outstanding scholarship and promise in these fields. The selection of co-recipients may be made at the discretion of the departments of economics and management.

James Hamilton and Lucretia Irvine

Boyd Hartzell Award The income from a fund, contributed by James Hamilton Hartzell (1924) and his wife, is awarded to a sophomore student for outstanding scholarship and promise in the field of history. The selection of co-recipients may be made at the discretion of the history department.

Mildred H. Hartzell Prize The income from a bequest from Mildred H. Hartzell (1926) is awarded to a student who shows high quality in more than scholarship with preference being given to a member of Alpha Phi Omega, the national service fraternity, or other such organizations as may reflect similar quality and ideals.

Hassler Latin Prize The income from a fund, contributed by Charles W. Hassler, is awarded to the best Latin student in the junior class.

John A. Hauser Meritorious Prize in Business The income from a fund, contributed by the family of John A. Hauser, is awarded to an outstanding management major who has achieved excellence in both academic studies and campus leadership while demonstrating good character and concern for high moral standards.

The Grace C. Kenney Award The income from a fund, contributed by Grace C. Kenney, an educator for 39 years at Gettysburg College, is given to a junior or senior student selected by the combined staff of the health



and physical education department and the athletic programs. First preference will be given to a student who has participated in health and physical education studies, intramural or athletic programs, and has demonstrated the highest academic accomplishments and leadership skills.

Rev. George N. Lauffer (1899) and M. Naomi Lauffer (1898) Scholarship Award The income from a fund is given each year to a junior who has maintained high scholarship and who evidences outstanding ability and character. It is understood that the recipient will complete the senior year at Gettysburg College.

Mr. and Mrs. William H. MacCartney Scholarship Award The income from a fund, established by Michael Alan Berk and Kerry MacCartney Berk (1975), is given to a student on the basis of academic excellence, initiative shown in a work-study program, and contributions to the College through leadership in campus activities.

J. Andrew Marsh Memorial Awards

The income from the fund is presented each year to the sophomore and junior students of Gettysburg College who best exemplify the "whole person" concept through positive attitude, exceptional spirit, high standards, and notable achievement, both curricular and extracurricular.

Miller First Year Student Prize in Physics

The income from a fund, contributed by alumni and friends of the College in memory of George R. Miller (1919), is awarded to a sophomore for outstanding performance in physics as a first year student. The selection of the recipient may be made at the discretion of the physics department.

Miller Senior Prize in Physics

The income from a fund, contributed by alumni and friends of the College in memory of George R. Miller (1919), is awarded to a senior for sustained outstanding performance in physics. The selection of the recipient may be made at the discretion of the physics department.

Franklin Moore Award The income from a fund, contributed by the friends of Mr. Moore, is given to the senior who, during his or her undergraduate years, has shown the highest degree of good citizenship and, by character, industry, enterprise, initiative, and activities has contributed the most toward campus morale and the prestige of the College.

*Muhlenberg First Year Student Prize*

The income from a fund, given by Dr. Frederick A. Muhlenberg (1836), is awarded to the first year student taking Greek or Latin who attains the highest general quality point average.

Muhlenberg Goodwill Prize

A certificate is awarded to a senior student "For growth during formative years at Gettysburg College in awareness of personal responsibility for the welfare of all peoples; for a degree of achievement in same during College years and in the hope of

future accomplishment for betterment of Community, State and Nation."

William F. Muhlenberg Award The income from a fund is awarded to two juniors on the basis of character, scholarship, and proficiency in campus activities.

Nicholas Bible Prize The income from a fund, contributed by the Rev. Dr. J. C. Nicholas (1894), is awarded to the senior who has done the best work in advanced courses in religion.

Clair B. Noerr Memorial Award An inscribed medal established by Constance Noerr (1958) in memory of her father, is awarded to a senior on the basis of proficiency in athletics, scholarship, and character.

Dr. John W. Ostrom Composition Awards The income from a fund, contributed by Dr. John W. Ostrom (1926), is awarded to the student who achieves excellence and demonstrates the greatest improvement in first year composition (English 101) and to the student who achieves excellence and demonstrates the greatest improvement in advanced composition (English 201).

Dr. John W. Ostrom English Award The income from a fund, contributed by Dr. John W. Ostrom (1926), is awarded to the student who has, in the judgment of the members of the Department of English, written the best expository essay for an upper level English course.

Vivian Wickey Otto Award An award contributed by Vivian Wickey Otto (1946) through the Woman's General League of Gettysburg College is given to a student at the end of his or her junior year who plans to enter full-time Christian service work.

Keith Pappas Memorial Award Notation on a plaque in the Office of the Dean of the College and a certificate is given annually as a



memorial to Keith Pappas (1974), an honors graduate who made an extraordinary contribution to the life of this College and its people. This award is to be given to a current student who most significantly affects the College community through the quality of his or her participation in its functions and whose divergent contributions give form to what is called Gettysburg College.

Jeffrey Pierce Memorial Award The income from a memorial fund established in honor of Jeffrey Pierce (1971), is awarded annually to a senior who, in the judgment of the department, has reached the highest level of achievement in the field of history.

Martha Ellen Sachs Prize The income from a fund, contributed by John E. Haas in memory of his aunt, a lecturer at the College, is awarded to a student exhibiting excellence in English composition, with consideration given to improvement made during the year.

The Captain Michael D. Scotton (1982) Award The income from a fund, established by David R. and Sally R. Scotton, parents of Michael D. Scotton, is awarded to a junior student who demonstrates a high degree of extracurricular activity and diligence to his/her academic work. The recipient will be selected in consultation with the head coaches of women's and men's cross country, women's and men's track, and the athletic director.

Stine Chemistry Prize The income from a fund, contributed by Dr. Charles M. A. Stine (1901), is awarded to a senior chemistry major on the basis of grades in chemistry, laboratory technique, personality, general improvement in four years, and proficiency in chemistry at the time of selection.

Earl Kresge Stock Writing Prizes The income from a fund, contributed by Earl Kresge Stock (1919), is awarded to the three students who write the classroom papers judged best in the areas of the humanities, the sciences, and the social sciences.

Samuel P. Weaver Scholarship Foundation Prizes Prizes established by Samuel P. Weaver (1904) are awarded to the two students writing the best essays on an assigned topic in the field of constitutional law and government.

Earl E. Ziegler Junior Mathematics Award The income from a fund, contributed by Phi Delta Theta Alumni, is given in honor of Earl E. Ziegler, Associate Professor of Mathematics at Gettysburg College from 1935-1968, to the mathematics major who has the highest average in mathematics through the middle of the junior year.

Earl E. Ziegler Senior Mathematics Award The income from a contribution by Earl E. Ziegler, Associate Professor of Mathematics at Gettysburg College from 1935-1968, is awarded to the mathematics major who has achieved the highest average in mathematics through the middle of the senior year.

Edwin and Leander M. Zimmerman Senior Prize The income from a fund is given to the senior whose character, influence on students, and scholarship have contributed most to the welfare of the College.

John B. Zinn Chemistry Research Award The income from a fund, contributed by Frances and John Zinn in honor of John B. Zinn (1909), who was Professor of Chemistry at the College from 1924-1959, is awarded to the senior making the greatest contributions in his or her own research in chemistry and to the research activities of the chemistry department.

Unendowed

Charles W. Beachem Athletic Award The Department of Health and Physical Education presents a trophy in memory of Charles W. Beachem (1925), the first alumni secretary of the College. Based on character, scholarship, and athletic achievement, the award is given to a senior student.

C. E. Bilheimer Award Notation on a plaque and a memento are given to the senior major in health and physical education with the highest academic average.

Esther Brandt Chemistry or Biology Award An award, contributed by Mr. and Mrs. Walter Brandt and Ms. Loel Rosenberry in honor of Esther Brandt, is given to a junior or a senior who has demonstrated academic excellence through the highest grade point average in the declared major of chemistry or biology.

Archie and Flo Butler English Award An award, contributed by Mr. and Mrs. Walter Brandt and Ms. Loel Rosenberry in honor of Archie and Flo Butler, is given to a junior or senior with a declared English major who has demonstrated academic excellence through the highest grade point average in English.

Delta Phi Alpha Prize A book on German culture is awarded to the outstanding student for the year in the German department.

Anthony di Palma Memorial Award An award, established by the family of Anthony di Palma (1956), provides a book to the junior having the highest marks in history. Other things being equal, preference is given to a member of Sigma Chi fraternity.

Dwight D. Eisenhower Society/R. M. Hoffman Family Memorial Prize in Economics The income from a fund, provided by the R. M. Hoffman Family Memorial Trust through the Dwight D. Eisenhower Society in memory of Gettysburg businessman, R. M. Hoffman, is awarded annually to the student writing the best quantitative paper or project (with public policy implications) in economics.

Dwight D. Eisenhower Society/R. M. Hoffman Family Memorial Prize in Management The income from a fund, provided by the R. M. Hoffman Family Memorial Trust through the Dwight D. Eisenhower Society in memory of Gettysburg businessman, R. M. Hoffman, is awarded annually to the outstanding senior in each of the management department's four concentrations.

Julius Eno Physics Prize An award, contributed by Julius Eno, Jr., is awarded to the outstanding junior majoring in physics.

French Cultural Counselor's Award A book presented by the Cultural Counselor of the French Embassy is awarded to a senior for outstanding achievement in French.

Gettysburg College Award in Athletics

An award is given by the president of the College to a student who excels in one or more major sports and who achieves the highest academic average among winners of varsity letters.

Gettysburg College Award in History

An award is given by the President of the College to the senior who, in the judgment of the department, has reached a high level of achievement in the field of history.

Gettysburg College Senior Prize

A certificate is awarded by the president of the College to a senior student who exemplifies commitment to community and concern for the welfare of others during the student's years at Gettysburg College and who shows promise of future accomplishment in support of community, state, and nation.

Gettysburg College Student Leadership Award

An award is given by the president of the College to a senior student whose enthusiasm, energy, and contributions in student affairs demonstrated outstanding leadership.

Frank H. Kramer Award

The award is given by Phi Delta Theta fraternity, in memory of a former Professor of Education, to a senior for the excellence of his or her work in the Department of Education.

Pennsylvania Institute of Certified

Public Accountants Award This award, sponsored by the Pennsylvania

Institute of Certified Public Accountants, is presented to a senior selected by the faculty of the management department who has demonstrated excellence in the area of accounting and who, by participation in campus activities, shows qualities of leadership. Eligibility for this award is based on the satisfactory completion of a substantial number of accounting courses.

Psi Chi Award The award is given to a senior psychology major, in the spring of his or her senior year, who shows promise in the field of psychological endeavor. Other things being equal, preference is given to a member of Psi Chi.

Psi Chi Junior Award An award is given to a senior psychology major who has displayed outstanding potential and initiative throughout his or her junior year.

Dr. George W. Stoner Award The income from a fund is awarded to a worthy senior accepted by a recognized medical college.

Sigma Alpha Iota College Honor Award

Sigma Alpha Iota, an international music fraternity, gives an award each year to a student in the local chapter who has exemplified the highest musical, scholastic, and ethical standards, whatever the class standing. Contributions to the local chapter of Sigma Alpha Iota and participation in music department activities are important criteria for selection.

Sigma Alpha Iota Honor Certificate

Sigma Alpha Iota annually awards in each chapter an honor certificate to the graduating senior who holds the highest academic average among music majors.

Student Life Council Award

A certificate is awarded to a student in recognition of the quiet influence he or she has exerted for the improvement of the campus community.

Wall Street Journal Student

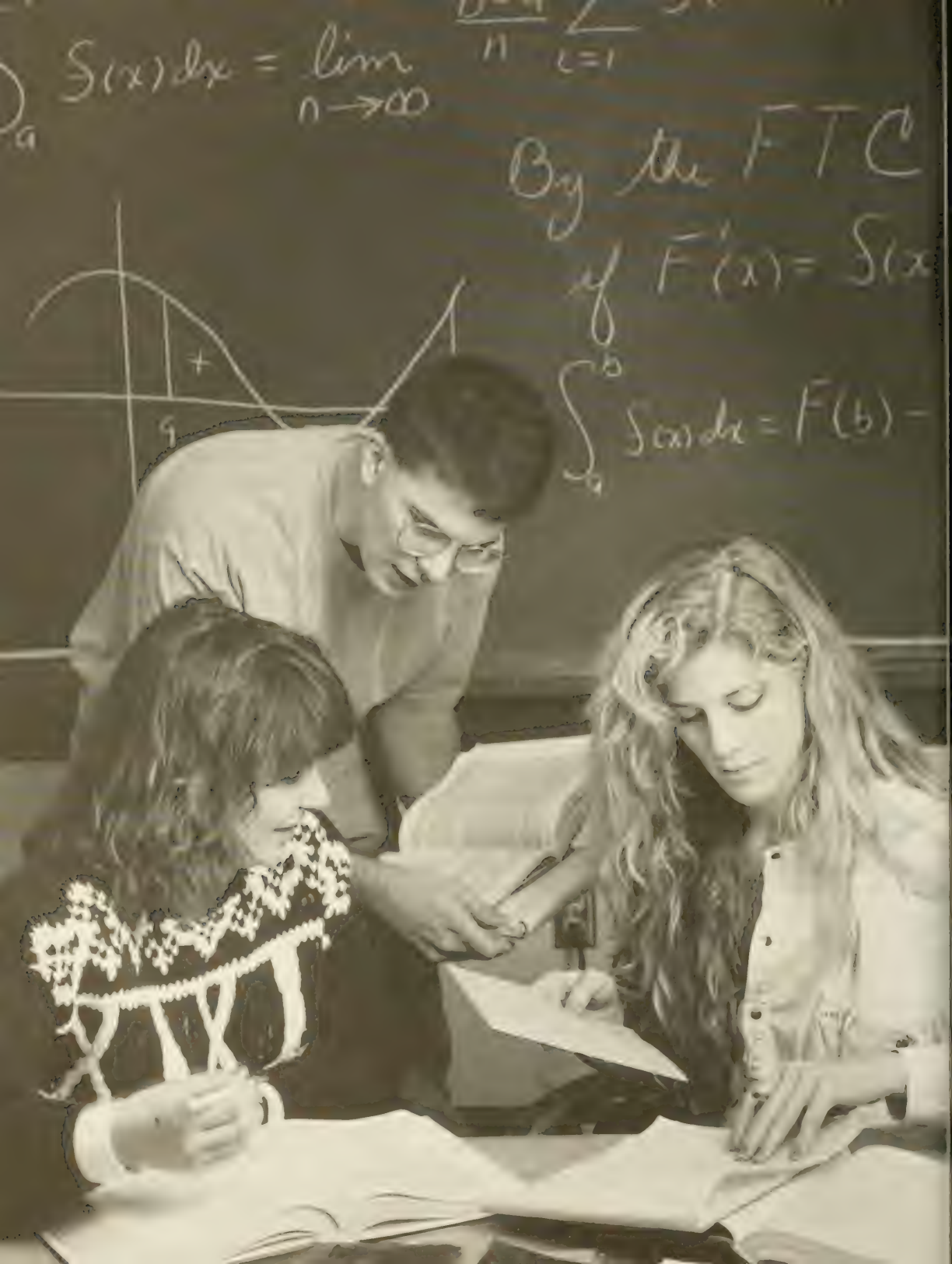
Achievement Award The award of a paperweight and a year's subscription to the *Wall Street Journal* is presented to a senior in the Department of Economics and to a senior in the Department of Management who have shown outstanding academic achievement in the study of finance and economics.

Charles R. Wolfe Memorial Award

An award is given by Alpha Xi Delta to a graduating senior on the basis of scholarly endeavor, warmth of personality, and dedication to the College.

Marion Zulauf Poetry Prize

The income from a fund, established at The Academy of American Poets by Sander Zulauf (1968) in memory of his mother, is presented annually to that student who writes the winning entry in a poetry contest sponsored by the Department of English.



$$\int_a^b f(x) dx = \lim_{n \rightarrow \infty} \frac{b-a}{n} \sum_{i=1}^n f(x_i)$$

By the FTC

$$\text{if } F'(x) = f(x)$$

$$\int_a^b f(x) dx = F(b) - F(a)$$



GETTYSBURG

Courses
of Study

Each year the registrar's office issues a listing of courses to be taught during the fall and spring semesters and the times they will be taught. Students should consult this announcement of courses to obtain the most current information about course offerings since the College does not offer every course listed in the following pages each year.

Usually, courses numbered 100-199 are at a beginning level. Intermediate courses are numbered 200-299. Courses numbered 300-399 are at an upperclass level. Courses numbered 400 and above are advanced seminars, internships, and individualized study.

Courses which are listed with two numbers, e.g., Biology 101,102, span two semesters. For courses separated by a hyphen, the first numbered course must be taken as a prerequisite for the second. Where the two numbers are separated by a comma, either of the semesters of the course may be taken independently of the other.

The College and distribution requirements for the BA and BS degrees are listed on page 24 and for a B.S. in Music Education on page 41. Courses to meet the distribution requirements are offered in various departments.

Following is a listing of the courses that satisfy each of the distribution requirements. The department introductions and course listings on the following pages indicate to a greater degree the specific courses which fulfill certain requirements.

Requirements	Courses that fulfill the requirement
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Writing Proficiency	English 101 (or exemption by examination).
First Year Colloquy	First Year Colloquy (FC) 100, but taught by professors from various departments.
Foreign Language	French 201-202, 205; German 202; Greek 202; Japanese 202; Latin 202 or 203; Portuguese 202; Russian 202; Spanish 202, 205.
The Arts	Art (any course in history and theory except <u>History of Cinema</u>); English 205; IDS 267; Music 101 through 110, 141, 244, 313, 314 or four semesters of applied music instruction with departmental permission. Theatre Arts (any course except ThA 214, 328, 329).

Health and Physical Education	HPE 107 and any HPE quarter course.
History/Philosophy	Classics 121, 122, 251, 252; French 311, 312; German 311, 312; Spanish 310, 311; IDS 206, 211, 227, 228; Latin American Studies 140; History (all courses except Hist 300); Philosophy (all courses). Religion 220, 221.
Literature	African American Studies 216, 217; Classics 262, 264, 266; French, German, Greek, Latin and Spanish Literature, but not language or civilization courses; IDS 103,104, 225, 235, 237, 238, 241, 246, 247; English (all courses except Eng. 101, 201, 203, 205, 206, 208, 209, 305 and courses in speech and most theatre arts). Theatre Arts 214, 328, 329. Women's Studies 216, 217, 219.
Natural Science	Biology 101, 102 or 101, 112; Chemistry 101, 102 or 111, 112; Astronomy 101, 102; Physics 101, 102 or 111, or 111, 112.
Religion	(all 100- and 200-level courses) and IDS 267.
Social Sciences	Anthropology (all courses); Economics 103, 104; Political Science 101, 102, 103, 104; Psychology 101; Sociology (all courses except Sociology 302, 303).
Non-Western Culture	African American Studies 130, 233; Anthropology (all courses except Anth 102); Art 227, 228; Economics 326, 337, 338; French 331; Hist 221, 222, 271, 272, 278, 321; IDS 227, 228, 235, 237, 238, 289, 312; Jpn 140, 150, 221, 223; Mus 102; Political Science 263, 270, 271, 362; Religion 108, 241, 242, 248, 249; Sociology 219.

First Year Colloquy

Professor Lisa Portmess, Director

This required seminar employs common requirements and content for all first year students and is designed to strengthen reasoning, writing, and speaking skills. Using a multi-disciplinary theme as a focus, students analyze readings, films, and other presentations through intensive writing and discussion. Previous themes for the Colloquy were "Social Justice," "Revolution," "Knowing," and "Trading Eyes: Exploring Alternative Visions." The current theme is "Angles Of Vision On Contemporary Issues."

Over 30 instructors from a wide variety of disciplines teach the Colloquy in sections of no more than 16 students each. Students take the Colloquy in either the fall or spring term of their first year at the College.

African American Studies

African American Studies Program Advisory Council

Professors Barnes, Chiteji (*Coordinator*), DeClair, Forstater (spring), Fredrickson (spring), Michelman (fall), Winans (fall), Zielina. Associate Provost Fløge, Dean Johnson (Intercultural Resource Center)

Overview

African American Studies is an interdepartmental program which focuses on an examination and analysis of African American experiences, institutions and perspectives. (African American Studies is here broadly defined as the study of peoples of Africa and the African diaspora). Gettysburg College offers courses in African American Studies for all students wishing to become aware of the history, cultures and societies of Black people worldwide. These courses are offered in a variety of academic departments and taught by persons with interest and background in African and African American Studies. Subject to the approval of the Coordinator of African American Studies students can declare African American Studies as a special major or minor field of concentration.

The African American Studies Program emphasizes the social sciences and humanities, and may include a range of courses as well as opportunities for independent and off-campus study.

Requirements and Recommendations

The Program offers a minor field of concentration and a special major in African American Studies.

Students wishing a minor field of concentration are required to complete six courses which must include African American Studies 130 and 400. Four others may be taken from any of the following: African American Studies 216, 217, 233; History 238, 271, 272; Economics 326, 337, 338; English 250, 252, 349; I.D.S. 235, 312; Music 102 and Political Science 263.

Students may also elect to have a special major in African American Studies which can be done in cooperation with Interdepartmental Studies. Those wishing a special major should consult the Coordinator of the program.

Students with a minor or a special major of concentration in African American Studies are able to go to law school, medical school, and graduate school in varied disciplines, or may obtain employment in business, education, government, and social service organizations. Others may choose to maintain their involvement with African and African American concerns and causes.

Distribution Requirements

The following courses meet the distribution requirement in non-Western Culture: African American Studies 130, 233, 400

Course Offerings

African American Studies

130 Introduction to African American Studies

Considers the African American within the broader context of the African diaspora. Students are introduced to a broad range of themes in their historical context, from the African origin to the formation of African American societies and cultures in the African diaspora. Other themes include: the enslavement of Africans, the rise and fall of slavocracy, and the era of the Civil Rights struggles.

Mr. Chiteji

216 African American Literature An overview of African American literature, from the slave narrative to contemporary fiction. The course will focus on the ways that African American literature is both inside and outside the traditional canon of American literature. Students will look at how African American literature reflects the African American experience, and at different definitions of "Black Aesthetics." The course also includes such writers as Phyllis Wheatley, Frederick Douglass, Charles Waddell Chestnutt, Nella Larsen, Zora Neale Hurston, Margaret Walker, Charles Johnson, and Toni Morrison. Fulfills the literature requirement.

Staff

217 Slavery and the Literary Imagination Study of various forms of discourse on American chattel slavery—authentic emancipatory narratives written by ex-slaves; slave narratives recorded by WPA writers; socio-historical essays; neo-slave narrative written by contemporary novelists; poetry, ballads, spirituals and folklore. Students will examine the experiences of the middle passage, chattel slavery, and emancipation as it has been described by African American writers. This course will include primary works by Olaudah Equiano, Frederick Douglas, Harriet Jacobs, Octavio Butler, Sherley Anne Williams, Charles Johnson, Toni Morrison, David Bradley, and Ernest Gains.

Ms. Barnes

233 Southern African: History, Conflict and Change This course introduces students to a dynamic and yet conflict-ridden part of the African continent. It also provides students with the historical context which would enable them to view the infolding events in the region in their proper perspective. The course starts with the characteristics of the pre-colonial societies and the nature of their early contact with the European settlers in the 17th century, the triumph of the white immigrants over the indigenous Africans, the emergence of South Africa as a regional economic power, and the social contradictions that have come to characterize what is now called the Republic of South Africa. A subject of special attention will be the internal and external opposition to racial oppression.

Mr. Chiteji

400 African American Studies Seminar Topics will vary each year.

Mr. Chiteji

Economics

326 African Economic History Examines Africa intensively, using the framework of economic analysis and political economy to consider economic history, growth, and development within Africa.

Staff

English

250 Harlem Renaissance and Chicago Renaissance This course defines, examines, and differentiates between two important African American literary movements—the Harlem Renaissance and the Chicago Renaissance—through the major fiction, poetry, and prose writers of the period.

Ms. Barnes

Independent Study An individual tutorial, research project, or internship requiring the permission of an instructor who will supervise the project. The

instructor can supply a copy of a statement of departmental policy regarding grading and major credit for different types of projects. Either semester.

Staff

(Note: See appropriate departmental listings for descriptions of the following courses)

Economics 337 Political Economy of the African Diaspora
Economic 338 Economic Development
English 349 Major Contemporary African American Women Writers
History 238 African American History
History 271, 272 African History and Society
Interdepartmental Studies 235 Introduction to African Literature
Interdepartmental Studies 312 Ancient Egypt: Its Language, Literature, Art and History.
Music 102 World Music Survey
Music 110 Survey of Jazz
Political Science 263 The Politics of Developing Areas

Art

Professor Paulson
Associate Professors Agard, Trevelyan (*Chairperson*)
Instructor Small
Adjunct Professor Annis
Adjunct Instructors Blair, Hanley, Ramos, Winship, and Kain

Overview

The art department has the following major objectives: (1) to educate the visual sensibilities beyond routine responses, toward an awareness of the visual environment around us, as well as cognition of works of art as the living past; (2) to study the historical cultural significance and aesthetic structure of architecture, painting, and sculpture, and the enduring dialogue between continuity and change; (3) to teach the history of art and the practice of art as separate but interrelated disciplines; (4) to provide the interested major with a curriculum which will give her or him a foundation for graduate or professional study leading to a career in high school or college teaching, to commercial art and industrial design, or as a professional painter, sculptor, or printmaker.

The department offers to prospective majors a flexible program of study in interrelated studio and art history courses with potential concentrations in three areas, art history, studio art and the visual arts; a fully integrated approach to both sides of the discipline.

The department encourages students from disciplines other than art to select from both types of courses.

Requirements and Recommendations

Requirements for students concentrating in studio art are as follows.

- 1) Art 141, 145, 146, and either 120, 210, 322, 335, or 318.
- 2) At least one course each in painting, printmaking, and sculpture.
- 3) Additional courses in at least two of the three disciplines listed in #2, or photography.
- 4) A minimum of two additional courses in the area of history and/or theory of art, 111 and 112. Students are encouraged to take additional courses in the discipline of their special interest and competence.
- 5) Participation in the senior show at the end of the second semester of the senior year.

Students intending to concentrate in studio art are advised to take the following courses.

- A) Art 141 and 145 in their first year of college if their interests will lead to an emphasis in painting and printmaking.
- B) Art 141, 145, and 146 in their first year of college if their interests will lead to an emphasis in sculpture/painting or sculpture/printmaking.
- C) Art 120 and 210 or 322 or 335 in the first year of college or in the sophomore year.

Requirements for majors concentrating in the history of art are as follows.

- 1) Art 111, 112, 120 and 400 plus a minimum of five additional courses in art history. These courses must include at least one course in either the ancient or medieval fields, one in either the Renaissance or Baroque fields, one in either the 19th century or modern fields, and one in a non-western field. They will be selected by the student in consultation with the adviser, in order to meet his or her projected needs and to construct a coherent program.
- 2) Two basic studio courses in order to sharpen visual perception and foster an understanding of visual structure.

Students intending to concentrate in the history of art should take Art 111, 112, and 120 in the first year of college.

Requirements for majors in the visual arts concentration are as follows.

- 1) Art 141, 145 and 146 in the studio and Art 111, 112 and 120 in art history and theory.
- 2) Six other courses, three in the studio area and three in art history, including either Art 400 or participation in the senior show in the second semester of the senior year. Majors in the visual arts concentration may elect to participate in both.

Students interested in minoring in studio art are required to take the following courses.

- 1) Four studio courses.
- 2) Two art history and/or theory of art courses.

Students interested in minoring in art history are required to take the following courses.

- 1) Art 120.
- 2) Three additional art history and/or theory of art courses.
- 3) One 100-level studio course.
- 4) One 200-level studio course.

N. B. Students minoring in either art history and/or theory of art or studio art should be reminded that no more than two 100-level courses are acceptable to fulfill the College's requirements for a minor.

Distribution Requirements

Any course in the area of history and theory of art may be counted toward the distribution requirement in the arts, with the exception of History of the Cinema, which may not.

Special Facilities

The new 1,660 sq. foot Schmucker Hall Art Gallery displays as many as ten different exhibitions each year. Included in the gallery calendar are works by professional artists, a faculty show, a student show, the senior art majors show, and numerous theme and specially funded exhibitions.

A collection of approximately 45,000 color slides supports the teaching of art history and studio classes. Available to students is a corresponding collection of 20,000 opaque color reproductions of architecture, painting, and sculpture. The department also has video equipment and a growing library of tapes to support other teaching activities and a Centris computer and appropriate software for student work in computer assisted design. Regular trips to the museums of Washington, D.C., Baltimore, and Philadelphia, as well as art exhibits at the College, make possible the necessary contact with original works of art.

The department has presses for relief, surface, and intaglio printmaking. For sculpture it has both gas and

electric welding equipment; air power tools for working in wood stone, and plastic; two kilns for ceramic arts; a small foundry for bronze casting; and heavy lifting beams and hoists.

History and Theory of Art

111, 112 Ideas and Events Behind the Arts

Introductory study of the visual arts from prehistoric times to the nineteenth century. Class will examine reasons for changes in the content, form, and function of two-dimensional and three-dimensional art. Exercises in visual analysis of individual works develop critical methods. Fulfills distribution requirement. Juniors and seniors only by permission of the instructor.

Ms. Small

120 Theory of the Visual Arts A course to give the liberal arts student a basic approach to visual experience. Class examines factors which relate to the making of art, functions of art, and viewer relationships with art including methods of analysis. In addition to class lectures and discussions, sessions of hand-on experience assist students in understanding the processes of making visual imagery. Fulfills distribution requirement in the arts. Juniors and seniors only by permission of the instructor.

Ms. Small

201 Arts of Ancient Greece and Rome An introduction to the painting, sculpture, and architecture of the classical world, focusing on cultural and intellectual differences between the people of these two civilizations as reflected in the arts of both. Fulfills distribution requirement in the arts. Juniors and seniors only by permission of the instructor.

Staff

202 Arts of the Middle Ages Survey of the arts of the Medieval period and their development from the Roman catacomb through the high Gothic cathedral. Analysis of art as a reflection of changing political and social conditions in Europe, with particular emphasis on liturgical arts in the Middle Ages. Fulfills distribution requirement. Recommended prior course: Art 111 or Art 201.

Mr. Ramos

205 The Arts of Northern Europe: A.D.1350-

1575 An analysis of artistic developments in Northern Europe from late Gothic times through the turbulent period of the Reformation. The works of many artists including Jan Van Eyck, Claus Sluter, Hieronymous Bosch, Hans Holbein and Albrecht Durer will be explored to discover the ways in which

social, political and intellectual developments are mirrored in the art of that period. Fulfills distribution requirement in Arts. *Prerequisite:* Art 201 or any one hundred-level art history course or permission of instructor. Alternate years. Offered Spring 1994.

Staff

206 European Painting 1700-1900 Introduction to eighteenth century painters in Italy, France, and England and their relationship to the Enlightenment. Major emphasis on the evolution of painting in France during the nineteenth century in relation to the changing social, political, and philosophical climate. Special attention will be given to impressionism and post-impressionism. Alternate years. Fulfills distribution requirement in the arts. *Prerequisite:* Art 111 or Art 112 or Art 120 or Art 201 or permission of the instructor.

Ms. Small

210 Twentieth Century European Painting Study of the schools and critical writings surrounding the major figures. Such movements as Art Nouveau, Nabis, Fauvism, Cubism, Futurism, German Expressionism, De Stijl, Dada, and Surrealism will be considered. Fulfills distribution requirement in the arts. Recommended prior courses: Art 111 or Art 112 or Art 120.

Ms. Small

215 German Art from Middle Ages to Today (See description for Fall Semester in Cologne, Germany under Department of German.)

217 History of Modern Architecture Study of the character and development of modern architecture and the contributions of Sullivan, Wright, Gropius, and Corbusier toward creating new environments for contemporary society. Alternate years. Fulfills distribution requirement in the arts. *Prerequisite:* Art 111 or Art 112 or permission of the instructor.

Staff

221 Eighteenth and Nineteenth Century American Painting Survey of American painting from the Colonial Period to 1900, studied in relationship to developments in Europe, and with emphasis on the response of art to the changing social and technological environment in America. Alternate years. Fulfills the distribution requirement in the arts.

Ms. Small

227 Art of the First Nations of North America: Eastern Woodlands and Plains A survey of the arts created by the original inhabitants of North America

living in the Eastern Woodlands and Plains regions, focussing on the cultural and religious traditions that formed the basis for most of the art created. Emphasis will be on developing an understanding of and appreciation for the fundamental differences between the arts and cultures of Native North American peoples and those of modern Western cultures, as well as aspects of similarity. Fulfills the distribution requirements in the arts and non-Western culture.

Ms. Trevelyan

228 Art of the First Nations of North America: The Far North and West A survey of the arts created by the original inhabitants of North America living in the Far North and the West, focussing on the cultural and religious traditions that formed the basis for most of the art created. Emphasis will be on developing an understanding of and appreciation for the fundamental differences between the arts and cultures of Native North American peoples and those of modern Western cultures, as well as aspects of similarity. Fulfills the distribution requirements in the arts and non-Western culture.

Ms. Trevelyan

238 History of Cinema: 1919- Post World War II

A survey of movie making from its inception as a medium to the Post World War II era. This course does not fulfill the distribution requirement in Arts or any requirements for the Art major or minor.

Ms. Hanley

239 History of Cinema: Post World War II-Present

A survey of movie making from the Post World War II era to the present. This course does not fulfill the distribution requirement in Arts of any requirements for the Art major or minor.

Ms. Hanley

303 Painting, Sculpture and Architecture in the Italian Renaissance A survey of the visual arts during the centuries that, in many ways, mark the boundary between the ancient world and the modern one. The course will approach the arts of the period from this perspective. Many of the artists and monuments included are traditionally acknowledged to be among the finest in the history of art, including the works of Michelangelo, Leonardo da Vinci, Raphael, and Titian. A secondary focus of the course will be to question and explore the reasons why the art of this period is so acclaimed. Fulfills distribution requirement in the arts. *Prerequisite:* Art 111 or Art 112 or Art 201 or permission of the instructor.

Ms. Trevelyan

307 The Mannerist and Baroque Periods in

European Art A study of painting, sculpture, and architecture in Europe from the first decades after the Reformation through their transformation under the impact of the Counter Reformation. Artistic developments in Italy will be discussed as well as allied approaches in northern Europe and Spain. The works of some of the world's best known artists will be examined— including Bernini, Caravaggio, Rubens, Rembrandt, Vermeer, El Greco, Velasquez, and Poussin. Fulfills distribution requirement in the arts. *Prerequisite:* Art 201 or any 100-level art history course or permission of instructor. Alternate years.

Staff

318 Post-Modern Art A critical examination of the art forms and issues which identify the current post-modern phase of twentieth-century art. Past and current usages of the terms “modern” and “avant-garde” will be explored in the context of contemporary modes of visual expression, art criticism, communications technology and cultural pluralism. *Prerequisite :* two courses in art history and/or theory or permission of the instructor.

Mr. Kain

322 Painting in America Since 1900 Survey of twentieth-century painting. Two basic themes of the course are the changing social role painting as America's self-image develops and the aesthetic role of the eclectic process. Fulfills the distribution requirement in the arts. Recommended prior course: History 132.

Ms. Small

390 Special Topics in Visual Arts Resources

Management A 1/2 credit course offered every semester to provide practical experience and expertise in the planning, installation and presentation of visual materials for the educational and aesthetic benefit of the general public as well as the academic community. These experiences will include art historical research, contracts and other legal requirements attached to the operations of an art gallery, marketing strategies, communications techniques and the design of exhibitions and associated publicity.

Mr. Annis

400 Seminar An advanced study of a specific issue in art history. Although the approach will vary to some extent according to the specific topic, common denominators will be a close examination and analysis of art objects and a thorough investigation of the historical and social background. Students will develop skills in advanced verbal and visual research,

written and oral projects, and critiques. Topics will be selected according to interest in significant areas not otherwise covered in course offerings. Topics presently under consideration are: Feminist Art and Art History, Ruskin and the Nineteenth Century, Influence of Japanese Prints on Western Painting, American Female Artists since 1945. Alternate years for one semester. *Prerequisites:* Minimum of three art history courses, at least one of which is a 300-level course, or permission of the instructor.

Ms. Trevelyan, Ms. Small

Studio Courses The purpose of all studio courses is to sharpen the sense of sight; coordinate mind, hand, and eye; develop the ability to organize visual material; and to integrate the intuitive and rational into creative activity. Lectures accompany basic studio courses when necessary to relate theory and practice. The Lora Qually Hicks memorial fund, established by family and friends in honor of Lora Qually Hicks (Class of 1971), provides funds for the purchase of works created by Gettysburg students.

141 Introduction to Drawing An introductory course. Drawing from the model and controlled studio problems. Intended to promote coordination of the hand and the eye to achieve a degree of technical mastery over a variety of drawing tools. Emphasis will be placed on line quality, techniques of shading, negative-positive relationships, figure-ground relationships, form, structure, and an awareness of the total field. Offered fall semester only. Open to first year students and sophomores only.

Mr. Agard

145 Basic Design (two-dimensional) An introductory course to help the student develop a capacity to think and work conceptually as well as perceptually, and to provide a basic discipline with which to organize a variety of materials into structural and expressive form. Open to first year students and sophomores only.

Mr. Agard, Ms. Hanley

146 Basic Design (three dimensional) An introductory course extending the basic disciplines of 141 into the third dimension. Projects introduce materials such as clay, plaster, wood, and metal. The intent of this course is to assist students in organizing three-dimensional forms. Open to first year students and sophomores only.

Mr. Paulson

251 Introduction to Painting Development of a series of paintings according to a thematic image. Assigned problems are designed to introduce a variety

of conceptual, procedural, and experimental possibilities. *Prerequisite:* Art 141 or permission of the instructor. Recommended prior course: Art 322.

Mr. Agard, Mr. Winship

252 Intermediate Painting Development of unique and experimental techniques, procedures, images, presentations, and textural applications. A series of paintings is developed. Alternative concepts and methodology are discussed. Students are referred to works by artists who have related aesthetic interests. *Prerequisites:* Art 141 or permission of the instructor and Art 251.

Mr. Agard

255 Introductory Printmaking An introductory course in printmaking. The creative process as conditioned and disciplined by the intaglio techniques. Discussion of past and contemporary methods, and the study of original prints. *Prerequisites:* Art 141 or permission of the instructor.

Mr. Paulson

256 Printmaking Also an introductory course in printmaking. Experimental work primarily concentrating on lithography, serigraphy, and cameo techniques. *Prerequisite:* Art 141. Recommended course: Art 145.

Mr. Paulson

261 Introductory Sculpture An introduction to the fundamentals of three-dimensional forms and modes of expression involving creative problems in the organization of space, mass, volume, line, and color. Correlated lectures and demonstrations will be used to acquaint the student with those aspects of sculptural history and theory relevant to studio projects. This course is intended for the general student as well as the art major. *Prerequisite:* Art 146 or permission of the instructor. Recommended prior course: Art 335.

Mr. Paulson

262 Sculpture A program of studio projects (arranged by the instructor and the student) concerned with developing an individual approach to three-dimensional form, with concentration in directly fabricating techniques involving a series of experiments in spacial organization. *Prerequisites:* Art 146 or permission of the instructor, and Art 261. Recommended prior course: Art 335.

Mr. Paulson

263 Ceramics An introduction to earth (clay), the most basic of materials as a medium for personal

three-dimensional expression. The material will be approached as a tectonic structural medium as it is used by the potter but in an intellectual and poetic sculptural application.

Mr. Paulson

265 Photography An introductory course in photography with a concentration on camera usage, design theory, and darkroom techniques as a tool of the Black and White creative process. Additional emphasis on origins, evolution and relationship of the photographic image to contemporary materials and methods. *Prerequisite* Art 141 or 145 or permission of instructor.

Mr. Blair

341 Intermediate Drawing Intermediate studio problems: emphasis on drawing concepts and the development of individual student concerns in a series. *Prerequisites:* Art 141 or permission of the instructor, and Art 142. Offered spring semester only.

Mr. Agard

351 Advanced Painting Advanced studio problems: emphasis on painting concepts and the development of individual student concerns in a series. *Prerequisites:* Art 141 or permission of the instructor, Art 251, 252, 322. Offered odd years only.

Mr. Agard

355 Advanced Printmaking Experimental printmaking concentrating on personal development of one method and exploration. *Prerequisites:* Art 141 or permission of the instructor, and Art 255, 256.

Mr. Paulson

361 Advanced Sculpture Further exploration of individual three-dimensional concerns with concentration in one media and technique. *Prerequisites:* Art 146 or permission of the instructor, and Art 261, 262, 335.

Mr. Paulson

Individualized Study Provides an opportunity for the well-qualified student to execute supervised projects in the area of his or her special interest, whether studio or history. Repeated spring semester.

Staff

Biochemistry and Molecular Biology

Ralph Sorensen and William Parker, Coordinators

Biochemistry and Molecular Biology is an interdisciplinary program that studies the biology and chemistry of the structures and chemical reactions

within cells by using contemporary methods of biochemical analysis, recombinant DNA technology, and molecular biology.

Students may major in Biochemistry and Molecular Biology by completing the following courses:

Biology 101: Introductory Biology
 Biology 112: Form and Function in Living Organisms
 Biology 309: Cell Biology
 Biology 310: Genetics
 Biology 351: Molecular Genetics
 Chemistry 111: Fundamentals of Chemistry
 Chemistry 112: Fundamentals of Chemistry
 Chemistry 203: Organic Chemistry
 Chemistry 204: Organic Chemistry
 Chemistry 305: Physical Chemistry
 Chemistry 317: Instrumental Analysis
 Chemistry 333: Biochemistry
 Chemistry (or Biology) 334: Biochemistry
 Mathematics 111: Calculus I
 Mathematics 112: Calculus II
 Physics 111: Mechanics and Heat
 Physics 112: Waves, Electricity, and Magnetism
 Biology 460 or Chemistry 460: Individualized Study - Research

Together with the Biochemistry and Molecular Biology Coordinators, the Biochemistry and Molecular Biology Committee (BMBC), consisting of faculty members in Biology and Chemistry, directs the program.

Individualized Study projects (Biology or Chemistry 460) may be directed by any member of the BMBC. Otherwise, the project requires the approval of the BMBC.

Biology

Professors Cavaliere, Commito, Hendrix, and Mikesell
 Associate Professors Etheridge, Hiraizumi, Sorensen (*Chairperson*), and J. Winkelmann
 Assistant Professors Bryan, Delesalle, Gannon, and James
 Laboratory Instructors Hulsether, Price, Reese, H. Winkelmann, and Zeman

Overview

Courses in the department are designed to provide a foundation in basic biological concepts and principles, and the background necessary for graduate study in biology, forestry, medicine, veterinary medicine, dentistry, optometry, and other professional fields. Most courses in the department include laboratory work.

Requirements and Recommendations

The biology department offers both a Bachelor of Arts (B.A.) and a Bachelor of Science (B.S.) degree for the major.

B.A. requirements:

A minimum of eight biology courses, including Biology 101, 112, 309, and 310, are required of all majors. Internships are excluded. Beyond these four, no specific biology courses are required. Every program must include at least one course from each of two areas: plant biology (Bio 202, 204, 217, 218, 300, 322) and animal biology (Bio 201, 220, 223, 224, 227, 325). No single course may satisfy more than one area. This relative freedom permits the attainment of the different backgrounds required for various biological careers. Specialization at the expense of breadth, however, is discouraged. Students, in consultation with their advisers, should construct a broad, balanced curriculum. Biology 101 and 112 are prerequisites for all upper-level biology courses. Exceptions are made for those minoring in biology or by permission of the instructor.

Chemistry 111 and 112 are required of all majors. It is desirable, but not essential, that Chemistry 111 and 112 be taken in the first year. Physics 111, 112, and Math 111 (or Math 105-106) are also required.

B.S. requirements:

In addition to the courses noted above, the B.S. degree requires Individualized Study (Biology 460 or 461), and Chemistry 203, 204.

A minor in biology includes Biology 101, 112 (or Biology 101, 102) and any other four courses in the department (provided that all prerequisites are met) which would count toward the major.

All courses taken to satisfy the requirements for the B.A. or B.S. degree (with the exception of Biology 461) or for the minor must be taken using the A-F grading system.

Distribution Requirements

The distribution requirement in laboratory science may be satisfied by Biology 101, 102 or Biology 101, 112.

Special Facilities

Greenhouse, herbarium, environmental chambers, animal quarters, aquarium room, electron microscopy laboratory housing both scanning and transmission electron microscopes, research laboratories, and computing facility.

Special Programs

Dual-degree programs in forestry and environmental

studies with Duke University, nursing with the Johns Hopkins University, and optometry with Pennsylvania College of Optometry (page 51). Cooperative programs in marine biology with Duke University and the Bermuda Biological Station for Research (page 49).

101 Introductory Biology Designed for science and non-science majors. Topics include cell chemistry; the structure and function of cells; respiration and photosynthesis; and genetics. The laboratory emphasizes the experimental nature of biological investigation. Three class hours and laboratory.

Staff

102 Contemporary Topics in Biology Designed for non-science majors. The course covers selected biological topics and focuses on contemporary problems. Three class hours and laboratory.

Prerequisite: Biology 101.

Staff

112 Form and Function in Living Organisms

Designed for science majors. Functional design of plants and animals is emphasized. Aspects of evolution, phylogeny, and ecology are also covered. Three class hours and laboratory. *Prerequisite:* Biology 101.

Staff

201 Vertebrate Morphology Detailed examination of the origins, structures, and functions of the organ systems of vertebrates. Special attention is given to the evolution of major vertebrate adaptations. Three class hours and two laboratories. A student may not receive credit for both this course and HPE 209. Alternate years. Offered 1993-94.

Mr. Winkelmann

202 Structural Plant Development Anatomical approach to the study of higher plant structures. The origin and differentiation of tissues and organs, environmental aspects of development, and plant anomalies are studied. Six hours in class-laboratory work.

Mr. Mikesell

204 Taxonomy of Flowering Plants Identification, classification, structural diversity, ecology, and evolutionary relationships of angiosperms. The course includes extensive field work for collection of local flora. Three class hours and laboratory-field work.

Ms. Delesalle

215 Electron Microscopy Introduction to basic theory and practice of transmission and scanning electron microscopy, techniques of tissue preparation, and introduction to interpretation of animal and

plant ultrastructure. Each student will be required to complete an independent project. Six hours in class-laboratory work. Laboratory fee: \$50.00. *Prerequisite:* Permission of the instructor.

Mr. Cavaliere and Mr. Hendrix

217 An Evolutionary Survey of the Plant Kingdom

Synopsis of embryo-producing plants, primarily liverworts, mosses, fern allies, ferns, and seed plants. Emphasis is on comparative morphology, adaptive diversity, and phylogeny. Six hours in class-laboratory work.

Mr. Mikesell

218 Biology of Algae and Fungi The study of algae (phycology) and fungi (mycology) in aquatic and terrestrial ecosystems with emphasis on their role in primary production and decomposition. Topics include the identification, morphology, reproduction, ecology, and phylogeny of these organisms. Culture techniques and the principles of plant pathology and medical mycology will also be considered. Six hours in class-laboratory work. Alternate years. Offered 1992-93

Mr. Cavaliere

220 Animal Embryology Survey of the phenomena and principles of animal development. Major attention is given to embryonic development in multicellular animals. Vertebrates are emphasized in the study of organ development. Six hours in class-laboratory work. Alternate years. Offered 1991-92.

Mr. Sorensen

223 Parasitology An introduction to the general principles of parasitism with emphasis upon the epidemiology, taxonomy, morphology, and physiology of the major groups of parasites of humans and other animals. Three class hours and laboratory.

Mr. Hendrix

224 Vertebrate Zoology Introduction to the systematics, distribution, reproduction, and population dynamics of vertebrates. Field and laboratory emphasis on natural history, collection, and identification. Optional trip to North Carolina. Six hours in class, laboratory, and field work.

Mr. Winkelmann

227 Invertebrate Zoology Biology of the major free-living metazoan invertebrate groups with special emphasis on adaptive morphology and physiology and on evolution. Six hours in class-laboratory work.

Staff

230 Microbiology Introduction to the biology of viruses, bacteria, fungi, and protists. Topics include

morphology, taxonomy, reproduction, physiology, and ecology. Isolation, culture, environmental influences, identification, and biochemical characterization are emphasized in the laboratory. Three class hours and laboratory.

Mr. Hendrix

260 Biostatistics Designed for students in biology who plan to engage in individualized study and/or research. Topics include the nature of biological data and the statistical procedures to analyze them. Special attention given to experimental design and hypothesis testing. Three class hours and computer laboratory. A student may not receive credit for both this course and Mathematics 107, Psychology 205, Sociology 303, or Economics 241.

Mr. Hiraizumi

300 Physiology of Plant Adaptations Major structural systems, physiological processes, and adaptations of plants to their environment. Topics include growth regulatory substances, photoperiodic responses, water balance, nutrition, plant defense mechanisms, and the responses of plants to environmental changes. Three hours lecture and laboratory. Alternate years. Offered 1993-94.

Mr. Cavaliere

305 Ecology Principles of ecology, with emphasis on three levels of the biological hierarchy: organisms, populations, and communities. These levels are explored to understand the factors that determine the abundance and distribution of any species. The course includes a number of field trips. Three class hours and laboratory-field work. A student may not receive credit for both this course and Environmental Studies 211.

Ms. Delesalle

306 Marine Ecology Analysis of the ecology of marine systems. The open ocean, estuaries, salt marshes, beaches, mud and sand flats, seagrass beds, rocky shores, coral reefs, and deep sea will be examined. Problems of pollution, beach erosion, and the management of declining fisheries will also be presented. Quantitative field work in a variety of coastal habitats will be conducted in North Carolina on a required field trip to Duke University Marine Laboratory and the Outer Banks barrier island chain. Three class hours and laboratory-field work. *Prerequisite:* Environmental Studies 211 or Biology 305. Alternate years. Offered 1994-95.

Mr. Commito

309 Cell Biology Structure and function of eukaryotic cells. Topics include cell membranes, energy transduction, chromosomes and gene

expression, the cell cycle, protein sorting, exocytosis and endocytosis, and selected specialized cell types. Three class hours and laboratory. *Prerequisite:* Chemistry 112.

Mr. Sorensen

310 Genetics Overview of principles of genetics. Topics include chemical nature of genes, Mendelian and non-Mendelian inheritance, gene regulation, genetic engineering, molecular evolution and population genetics. Three class hours and laboratory. *Prerequisite:* Biology 309.

Mr. Hiraizumi

314 Evolution Study of the transformation and diversification of populations through time. Topics include the history of life, adaptation, selection and population genetics, speciation and extinction, evolutionary innovations, and patterns of diversity. Three class hours and laboratory. *Prerequisite:* Biology 310.

Ms. Delesalle

322 Molecular Biology of Plants Study of the cellular and molecular biology of photosynthetic organisms. Topics include the organization and function of the plant cell, chloroplast physiology and genetics, photosynthesis, carbon and nitrogen metabolism, photomorphogenesis, hormonal and genetic control of plant development with emphasis on the control of flowering and fruit ripening, and genetic engineering for agriculture and medicine. Three class hours and laboratory. *Prerequisite:* Biology 309.

Mr. James

325 Animal Behavior Study of animal behavior through readings, films, discussions, and field and laboratory observations. A wide range of phenomena will be considered, from simple reflex responses to complex social organizations. The role of behavioral adaptations in the biology of animal species will be emphasized. Three class hours and laboratory. Alternate years. Offered 1992-93.

Mr. Winkelmann

332 Immunobiology Introduction to the vertebrate immune system at the molecular, cellular, and organismal levels. Antibody structure, antigen-antibody interaction, the genetics of antibody diversity, the immune response, and the bases of self/non-self discrimination are emphasized. Three class hours and laboratory. *Prerequisites:* Biology 309. Alternate years. Offered 1992-93.

Mr. Sorensen

334 Biochemistry Detailed examination of primary and secondary metabolic pathways in microbes, plants, and animals. Similarities and differences between organisms will be thoroughly discussed. Application to metabolic disorders, viral/bacterial infections, and medical advances in the treatment of the above conditions will be incorporated into this course. Laboratory work includes an independent research project. *Prerequisite:* Biology 309. This course is cross-listed as Chemistry 334.

Ms. Holland

340 Comparative Animal Physiology Regulation of basic physiological processes in animals. Unifying principles will be studied using a comparative approach. Three class hours and laboratory. *Prerequisite:* Biology 309. A student may not receive credit for both this course and HPE 210.

Ms. Etheridge

351 Molecular Genetics Study of the basic mechanisms of information storage and retrieval from DNA and RNA. Topics include genome organization and the regulation of gene expression in prokaryotes and eukaryotes; mechanism of DNA replication and recombination; molecular basis of mutation; retroviruses and oncogenes. Three class hours and laboratory. *Prerequisite:* Biology 309, 310.

Mr. James

453 Individualized Study - Tutorial Independent investigation of a topic of special interest to the student directed by a faculty member familiar with the general field of study. May be used as preparation for enrollment in Biology 460. *Prerequisite:* Approval of the directing faculty member.

Staff

460 Individualized Study - Research Independent investigation of a topic of special interest to the student, normally including both literature and laboratory research, directed by a faculty member familiar with the general field of study. The results of the investigation will be presented to the department. Open to juniors and seniors. A single Individualized Study may be used toward one of the eight courses required for the B.A. degree. *Prerequisite:* Approval of both the directing faculty member and the department.

Staff

461 Individualized Study - Research Identical to Biology 460 except that the research is performed off-campus under the direction of someone who is not a member of the Biology Department faculty. The course must have a cosponsor who is a member of the

Biology Department and who assigns the grade (S/U). *Prerequisite:* Approval of both the faculty cosponsor and the department.

Staff

473 Individualized Study - Internship Independent internship experience under the direct supervision of professional personnel in a variety of biology-related areas. Internship may be arranged by the department or the student. Must combine practical work experience with an academic dimension. Library research paper on a subject related to the experience is required. *Prerequisite:* Approval of both the supervisor and the department.

Chemistry

Professors Fortnum and Rowland
Associate Professors Grzybowski, Jameson, and Parker (Chairperson)
Assistant Professors Holland and Lynch
Laboratory Instructors Boylan, Duncan, and Gregory

Overview

Each course offered by the department provides an opportunity for a concentrated study of the various principles of classical and contemporary chemical knowledge. From the introductory to the advanced courses, application is made of basic theories and methods of chemical investigation. The courses offered by the department utilize lectures, discussions, library work, on-line computer literature searching, computer-assisted instructional programs, videotapes/films, and laboratory investigations in order to emphasize the concepts that underlie the topics covered. Each course, as well as the major itself, is designed for the curious and interested student.

The program of the department is approved by the American Chemical Society. The paths taken by majors after graduation are varied; many enter graduate work in chemistry. Graduates also enter medical and dental schools, industrial and government research laboratories, secondary school teaching, and other fields such as business and engineering.

Requirements and Recommendations

The eight basic courses required for the Bachelor of Arts degree are Chemistry 111, 112 (or 112H), 203, 204, 221, 305, 306, and 317. Students who complete these basic eight courses along with Chemistry 373, Research (Chemistry 460 or 473), and one additional chemistry course may choose to receive a Bachelor of Science degree. An interdisciplinary major is offered in

Biochemistry and Molecular Biology; the complete description is listed under that title. Physics 111 and 112 and Mathematics through 211 are required of all chemistry majors. Additional courses in mathematics (212), biology, and physics may be recommended for those contemplating graduate study in certain areas. Junior and senior majors are expected to join with staff members in an afternoon seminar series which is designed to provide an additional opportunity for student discussion of current developments in the field.

Approved safety goggles must be worn in all laboratories. Prescription glass may be worn under safety goggles. Contact lenses may not be worn unless a liability waiver is signed.

For the prospective secondary school teacher the department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Chemistry. Introductory biology is required for certification.

Individualized study and independent laboratory work are available in connection with some courses. An honors section (112H) of the Fundamentals of Chemistry course provides a select group of students with such an opportunity at the introductory level. During the junior or senior year, majors may elect Chemistry 460, a research course in which a student can utilize his or her knowledge and creativity intensively. Summer research, Chemistry 473, is encouraged strongly and is elected by many majors each year.

The optional minor shall consist of Chemistry 111, 112 (or 112H), plus four other chemistry courses at the 200-level or above. Individualized Study courses may not be counted toward the optional minor.

Distribution Requirements

The following combinations of chemistry courses may be used to satisfy the distribution requirement in laboratory science: either 101 or 111 followed by 102, 112 or 112H. (Course credit will not be given for more than two introductory chemistry courses. Credit will *not* be given for both 111 and 101 or for both 102 and 112.)

Special Facilities and Programs

Breidenbaugh Hall, which houses chemistry and biochemistry classrooms and laboratories, was recently renovated. In the past several years the department has purchased new instrumentation such as a Fourier Transform NMR Spectrometer, a Fourier Transform Infrared Spectrometer, a diode array UV-visible Spectrometer, a Gas Chromatograph-Mass

Spectrometer, a Waters HPLC with diode array detector, and a high speed centrifuge. Chemistry majors receive significant hands-on experience with all major instrumentation beginning in the sophomore year. The department's library is at the disposal of all students. Numerous lectures and seminars are sponsored by the department and the chemistry club, Sceptical Chymists. These involve resource persons from universities, industries, government agencies, and professional schools, and are designed to complement the curricular activities of the department. An annual highlight is a three-day visit by an outstanding scholar in the field of chemistry. The program is supported by The Musselman Endowment for Visiting Scientists. Many qualified upperclass students—chemistry majors and others—gain valuable experience from serving as laboratory assistants and tutors.

101 General Chemistry Study of chemical principles with emphasis placed on providing the student with an understanding of how these principles relate to the non-scientist, especially in the areas of industry, ecology, health, and philosophy. Laboratory experiments are designed to offer a "hands-on" familiarity with the principles discussed in the lectures. The course is designed for students planning to complete only two courses in chemistry and who may have limited or no previous exposure to chemistry. Three lecture hours and one laboratory afternoon.

Mr. Lynch

102 General Chemistry Review of principles studied in Chemistry 101 and application to problems of current and historical interest. Demonstrations and laboratory experiments are designed to illustrate and complement the material discussed in class.
Prerequisite: Chemistry 101 or 111. Three lecture hours and one laboratory afternoon.

Mr. Lynch, Mr. Jameson

111 Fundamentals of Chemistry Study of atomic structure, theories of bonding, stoichiometric relationships, properties of solutions and gases, and elementary thermodynamics. The laboratory work covers quantitative relationships by employing titrimetric and gravimetric techniques. This course is designed for biology, chemistry, and physics majors and others with a secondary school background in chemistry and elementary mathematics. Course credit is not granted for both Chemistry 101 and 111. Three lecture hours and one laboratory afternoon.

Mr. Parker

112 Fundamentals of Chemistry Study of kinetics and mechanisms of reactions, equilibrium, electrochemistry, and coordination chemistry. Laboratory work includes kinetic studies, qualitative analysis, and the application of various instrumental procedures to quantitative analysis. Course credit is not granted for both Chemistry 102 and 112.

Prerequisite: Chemistry 111. Three lecture hours and one laboratory afternoon.

Mr. Grzybowski

112H Fundamentals of Chemistry Designed as an honors seminar for the more capable first year chemistry students. Kinetics, equilibrium, electrochemistry, and coordination chemistry are among the topics discussed. Laboratory work includes experiments in kinetics and equilibrium and the application of principles from lecture to a project of several weeks' duration. Emphasis is placed on independent work with necessary guidance in both the seminar and the laboratory. *Prerequisites:* Chemistry 101 or 111 and invitation of the department. Two afternoons.

Mr. Parker

203 Organic Chemistry Study of the fundamental concepts of the chemistry of carbon compounds with emphasis on molecular structure, reaction mechanisms, stereochemistry, and the application of spectroscopy to problems of identification. *Prerequisite:* Chemistry 112 or 112H. Three lecture hours, one lab discussion hour, and one laboratory afternoon.

Mr. Rowland

204 Organic Chemistry Study of the various classes of organic compounds, including substitutions in the aromatic nucleus, cyclic compounds, and natural products such as amino acids, carbohydrates and peptides. *Prerequisite:* Chemistry 203. Three lecture hours, one lab discussion hour, and one laboratory afternoon.

Mr. Rowland

221 Chemical Applications of Spectroscopy Study of the theories and applications of ultraviolet, infrared, ^1H and ^{13}C nuclear magnetic resonance, and mass spectroscopy are discussed in relation to the importance of these spectroscopic methods in the analysis of chemical systems. The scope and limitations of each type of spectroscopy are covered. Course work includes lectures, discussions, and laboratory sessions. The lab periods involve the use of spectrometers in the identification of organic compounds. Lecture work is supplemented by films, videotapes, and

computer-assisted instructional programs. *Prerequisite:* Chemistry 203.

Mr. Rowland

305 Physical Chemistry Study of the principles of thermodynamics and kinetic theory as applied to the states of matter, chemical reactions, equilibrium, the phase rule, and electrochemistry using lectures, readings, problems, discussions, and laboratory exercises. The computer is used as a tool for solving problems and for the reduction of experimental data.

Prerequisites: Chemistry 112 or 112H, Physics 112, mathematics through calculus (usually Math 211). Three lecture hours, one discussion hour, and one laboratory afternoon.

Mr. Fortnum

306 Physical Chemistry Introduction to theories of chemical kinetics, quantum mechanics, and statistical thermodynamics and their applications to chemical systems through the use of problems, lectures, readings, discussions, laboratory investigations, and projects. The computer is used for modeling, simulations, and solving problems. Assignments are made so as to encourage the individual study of specific related physical chemical phenomena.

Prerequisite: Chemistry 305. Three lecture hours, one discussion hour, and one laboratory afternoon.

Mr. Lynch

317 Instrumental Analysis Study of chemical analysis by use of modern instruments. Topics include complex equilibria, electroanalytical methods, quantitative spectroscopy, chromatography, and Fourier transform methods. Analytical techniques will be studied from both a chemical and an instrumental point of view. The laboratory stresses quantitative analytical procedures. *Prerequisite:* Chemistry 204.

Three lecture hours and one laboratory afternoon.

Mr. Grzybowski

333 Biochemistry Detailed study of the structure and function of macromolecules as they pertain to living organisms. Emphasis on bioenergetics, metabolic pathways and current topics. *Prerequisite:* Chemistry 204. Three lecture hours and one laboratory afternoon.

Ms. Holland

334 Biochemistry Detailed examination of primary and secondary metabolic pathways in microbes, plants and animals. Similarities and differences between organisms will be thoroughly discussed. Application to metabolic disorders, viral/bacterial infections and medical advances in the treatment of the above conditions will be incorporated into this course.

Laboratory work includes an independent research project. *Prerequisite:* Chemistry 333 or permission of the instructor. Three lecture hours and one laboratory afternoon. This course is cross-listed as Biology 334.

Ms. Holland

353 Advanced Organic Chemistry Study of synthetic, mechanistic, and theoretical concepts in organic chemistry. Particular emphasis is placed on the study of methods used to determine organic reaction mechanisms, stereospecific reactions, pericyclic reactions, and the design of multistep syntheses of complex molecules. *Prerequisites:* Chemistry 204 and 221. Three lecture hours.

Mr. Jameson

373 Advanced Inorganic Chemistry Study of valence bond, crystal field, and molecular orbital theories; boron chemistry; organometallic compounds; structural, kinetic, and mechanistic studies of coordination compounds. Group theory and symmetry are applied to various systems.

Prerequisite: Chemistry 305. Three lecture hours.

Mr. Parker

390 Advanced Laboratory Techniques in

Chemistry Designed to combine and expand upon the laboratory skills learned in the fundamental courses of the first two years. Numerous projects will be pursued in organic and inorganic chemistry, utilizing a combination of library skills (e.g. on-line computer searching), advanced laboratory skills (e.g. inert atmosphere techniques, modern separation methods, and advanced spectroscopic characterizations), and scientific writing skills. It is anticipated that this course will prepare a student for independent research in the senior year. *Prerequisite:* Chemistry 221.

Mr. Jameson

460 Individualized Study Research An independent investigation in an area of mutual interest to the student and a faculty director. The project normally includes a literature survey and a laboratory study. An oral report to staff and students and a final written thesis are required. A student wishing to enroll in this course should consult with the faculty director at least two weeks before the end of the semester preceding the semester in which this course is to be taken. *Prerequisites:* Chemistry 390 and permission of the faculty director and approval by the chemistry department. Open to junior and senior chemistry majors. Offered both semesters.

Staff

473 Summer Research Internship A funded ten-week independent investigation in an area of mutual interest to the student and research director. The project normally includes a literature survey and a laboratory study. Oral reports to staff and students and a final written thesis are required. A student wishing to enroll in this course should consult with a chemistry department faculty member early in the spring semester. *Prerequisites:* Chemistry 390 and/or permission of the research director and approval by the chemistry department.

Staff

Classics

Associate Professors Cahoon, Snively (*Chairperson*),
and Zabrowski
Adjunct Assistant Professor Ginge

Overview

The courses offered are designed to acquaint the student with the language, literature, history, and civilization of Greece and Rome. These societies present a microcosm of all human experience. Fulfillment of human potential in spite of adversities and threats to existence was the ultimate quest then, as it is today. Learning how the founders of Western civilization dealt with such conflicts as the aspirations of youth and the compromises of middle age, the claims of community and individual rights, the ecstasy of love, and the despair of loss can help us understand our own thoughts and emotions as we confront these age-old problems and pressures.

Requirements and Recommendations

The department offers majors in Greek, Latin, and Classical Studies. Required for all majors: C1. 121, C1. 122, C1. 400. Additional requirements:

Latin Major:	Classics 252; seven courses in Latin beyond Lat. 102, and including Latin 312
Greek Major:	Classics 251; seven courses in Greek beyond Gr. 102
Classical Studies Major:	8 courses. The 202 level in either Latin or Greek must be attained.

In both Greek and Latin language courses, 201 and 202 or their equivalents are prerequisites for all higher language courses.

A minor in Classical Studies consists of six courses in the department including a minimum of two language courses.

A minor in Latin consists of six courses in Latin above 102 or five courses in Latin above 102 and Classics 122 or Classics 252.

Distribution Requirements

Latin 201, 202, or 203, and Greek 201, 202 may be used to meet the College's language requirement. Latin 203, 204, 303, 306, 308, 309, 311, 401, Greek 203, 204, 301, 302, 303, 304, 306, and Classics 262, 264, 266 may be used in fulfillment of the literature distribution requirement. Classics 121, 122, 251, or 252 may be used to fulfill the College distribution requirement in history/philosophy, and Classics 251 and 252 may be counted toward a major in history.

For prospective secondary school teachers the Department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Latin.

Special Programs

Through a cooperative arrangement under the auspices of the Central Pennsylvania Consortium, Gettysburg College shares membership in the Intercollegiate Center for Classical Studies in Rome. The program of the Center has been approved as a Gettysburg College affiliated program. The Department of Classics encourages its majors to spend a semester at the Center in Rome. For details, see Study Abroad, The Intercollegiate Center for Classics in Rome, Italy, (page 49).

College Year in Athens, Inc. has also been approved as a Gettysburg College affiliated program. Students interested in ancient, Byzantine, or modern Greece and the Mediterranean are encouraged to spend a semester or a year at College Year. For details, see Study Abroad, College Year in Athens, Greece, (page 48).

Through the Central Pennsylvania Consortium, Gettysburg College shares membership in the American School of Classical Studies in Athens. Students are eligible to apply for its summer sessions.

Greek

101, 102 Elementary Greek Introduction to the alphabet, inflections, and syntax of Attic Greek.

Mr. Zabrowski

201, 202 Intermediate Greek Designed to increase the student's skill in reading texts. Selections from Xenophon's *Anabasis*, some writers of the New Testament, and other authors are read, with an

emphasis on grammar. *Prerequisites:* Greek 101, 102 or their equivalent.

Mr. Zabrowski

203 Plato The *Apology* and *Crito*, with selections from other dialogues.

Mr. Zabrowski

204 New Testament Greek Introduction to Koine Greek. Selections from the New Testament are read with attention to their language and content. Not offered every year.

Mr. Zabrowski

301 Homer Selections from the *Iliad* and *Odyssey* with examination of syntax and style. Not offered every year.

Ms. Snively

302 Greek Historians Readings in the text of Herodotus or Thucydides. Not offered every year.

Staff

303 Greek Comedy An introduction to Greek drama. Selected comedies of Aristophanes are read with attention to style and metrics. Not offered every year.

Mr. Zabrowski

304 Greek Tragedy Selected plays of Aeschylus, Sophocles, and Euripides. Various plays are also read in English. Oral reports required. Not offered every year.

Staff

306 Greek Oratory Selected orations of Demosthenes and Lysias. Not offered every year.

Staff

Individualized Study

Staff

Latin

101, 102 Elementary Latin Introduction to Latin.

Ms. Cahoon, Ms. Snively

201, 202 Intermediate Latin Designed to increase the student's skill in reading texts. Selections from Latin prose and poetry are read, with continuing grammatical review and analysis. *Prerequisite:* Two years of secondary school Latin or Latin 101, 102.

Ms. Cahoon, Ms. Snively

203 Roman Prose Selections from Roman prose writers and intensive review of grammar. *Prerequisite:*

Three or four years of secondary school Latin or Latin 201, 202.

Ms. Snively

204 Roman Poetry Extensive reading in Catullus, Ovid, and Horace with an examination of poetic forms other than epic. *Prerequisite:* Three or four years of secondary school Latin or Latin 201, 202.

Ms. Cahoon

303 Cicero Selected essays of Cicero, with supplemental reading from letters and orations. Supplemental reading in English. Not offered every year.

Staff

306 St. Augustine Selections from *Confessions* with attention to the differences between Late Latin and Classical Latin. Not offered every year.

Ms. Cahoon

308 Roman Satire Selections from Horace, Martial, and Juvenal with attention to the changes in language and style from the Classical to the Post Classical period. Not offered every year.

Staff

309 Roman Historians Selections from Livy and Tacitus with attention to their peculiarities of language and style. Not offered every year.

Ms. Snively

311 Lucretius Extensive reading in *On the Nature Of Things* with attention to Lucretius' metrical forms, science, and philosophy. Not offered every year.

Staff

312 Prose Composition Designed to increase the student's ability to translate from English to Latin, includes a thorough grammar review. Not offered every year.

Mr. Zabrowski

401 Vergil Study of Vergil's literary style, poetic genius, and humanity as seen in the *Aeneid*. Open to seniors and qualified juniors. Not offered every year.

Staff

Individualized Study

Staff

Classical Studies

121 Survey of Greek Civilization Survey of the the politics, history, literature, art, etc. of the Greek polis from its beginning to the conquest of Alexander, with emphasis on literary texts and on Greek concepts

which influenced Western thought. Knowledge of Greek not required.

Ms. Cahoon

122 Survey of Roman Civilization Survey of the politics, history, literature, art, etc. of Rome from its founding to the Council of Nicea, with emphasis on the material culture of an empire encompassing the whole Mediterranean world. Knowledge of Latin not required.

Ms. Snively

125 Introduction to Classical Archaeology An examination of the goals and methods of classical archaeology through a survey of sites of Greco-Roman civilization. The course will begin with Bronze Age sites in the Greek world, examine selected settlements of geometric, archaic, and classical Greece, then look at cities of Italy and the Roman empire, and end with a site of the Late Antique period. The importance of techniques such as archaeological survey will be considered, and the antiquities market and other issues of archaeological patrimony will be discussed. Offered 1994-95.

Ms. Snively

230 Classical Mythology Survey of classical mythology with attention to the process of myth-making and the development of religion. No knowledge of Greek or Latin required.

Ms. Snively, Mr. Zabrowski

251 Greek History Survey of Hellenic civilization from the Bronze Age to the Hellenistic period. Papers required. A knowledge of Greek not required. Alternate years. Offered 1994-95.

Mr. Zabrowski

252 Roman History The history of the Republic and Empire. Papers required. A knowledge of Latin not required. Alternate years. Offered 1995-96.

Ms. Snively

262-266 Genre Literature An examination of the genre literature of Greece and Rome in translation. Selected works will be studied through analysis of form, structure, and content. No knowledge of Greek or Latin required.

Staff

262 Ancient Epic Study of Homer, Apollonius of Rhodes, and Vergil. Offered 1996-97.

Ms. Cahoon

264 Ancient Tragedy A study of Aeschylus, Sophocles, Euripides, and Seneca. Offered 1994-95.

Staff

266 Ancient Comedy A study of Aristophanes, Menander, Plautus, and Terence. Offered 1995-96.

Ms. Cahoon

270 Ancient Drama (Half Unit Course) Study, direction, and performance of an ancient Greek or Roman play. The course will include the study both of several other plays by the same author (for context and background) and also of recent pertinent secondary material. Students will interpret, cast, direct, choreograph, and rehearse the play. The final performance will be presented to the entire campus community at the end of the semester. Not offered every year.

Ms. Cahoon

281 Ancient Greek Political Theory and Practice Using Plato's *Republic* and *Laws* and Aristotle's *Politics* as primary sources, the course will investigate the nature of ancient Greek political theory and the notion of the Ideal State, whether conceived of as timocratic, monarchical, or democratic. In the practical order, actually functioning Greek city-state constitutions will be examined, as preserved in the writings of Aristotle, Xenophon, and the Oxyrhynchus Historian. Not offered every year.

Mr. Zabrowski

400 Senior Seminar Content will be determined each year by the senior class in consultation with the staff. Required of all majors.

Staff

Individualized Study

Staff

Economics

Professors Fender, Gondwe (*Chairperson*) and Railing Associate Professors Fletcher, Gemmill and K. Niiri Assistant Professor Golfin Instructors Forstater

Overview

A knowledge of economics has become increasingly important for effective participation in a complex society. The department's courses present this knowledge in both historical and contemporary contexts, with a focus on developing the relevant economic theory and identifying, understanding, analyzing, and solving social problems. As a social science, economics studies how societies organize and make decisions for using scarce resources to produce and distribute goods and services domestically and internationally. Economists examine both macro-economic and micro-economic problems and

consider the implications of alternative solutions for efficiency, fairness, and growth. Courses in the department stress the critical thinking skills of a liberally educated person: gathering of pertinent information; analysis; synthesis; and ability to perceive, create, and choose among alternatives. However delightful the study of economics for the sake of individual understanding, the department also stresses effective oral and written communication of the insights achieved through study of the discipline. In addition to courses in economics, the department also offers courses in introductory and intermediate applied statistics and in geography.

The department's courses are designed to meet the College's liberal arts objectives while also serving well students who intend to (1) pursue graduate study in economics; (2) enter graduate professional schools in management administration, law, and related areas; (3) pursue careers in business, non-profit private organizations, or government.

Requirements and Recommendations

Economics majors must fulfill the following departmental requirements: Economics 103, 104, 241, 243, 245, 299; either Management 153 or Economics 242; and at least three additional economics courses from among 242 or those numbered 301 and above (excluding 460), with two or more of these from among 301, 303, 336, 351, 352, 401, 402, and 403. A student may take Mathematics 351-352 in lieu of Economics 241-242; both semesters of the mathematics sequence must be completed for mathematical statistics to substitute for the departmental statistics requirement. Much, but not all, of the material covered in such applied statistics courses as Mathematics 107, Psychology 205, and Sociology 303 duplicates that in Economics 241; therefore, credit will not be given for more than one of these courses. The research methodology basic to economics is covered in Economics 241 and 242; thus, students taking an applied statistics course outside the economics department before deciding to become economics majors may be required to demonstrate via examination proficiency in the content of Economics 241 or may be required to take Economics 242.

The department strongly urges students to include one 400-level course among their electives so as to get an overview of the major and intensive, seminar work in it.

Because of the importance of mathematical modelling and statistical testing to the application of economics, majors in economics are required to demonstrate achievement in mathematics. This

requirement can be satisfied by taking Mathematics 105, 106, 109 or Mathematics 111 or by exemption via examination. The department strongly encourages students who have an interest in majoring or minoring in economics to complete this mathematics requirement during the first year because several 200-level courses have a math prerequisite.

The department faculty urges all its students to take more than the minimum mathematics required for the major, and strongly advises students planning to pursue graduate study in economics to take Mathematics 111-112, Mathematics 211-212, and Economics 351-352. Regardless of their plans upon graduation, all students will find more options open to them if they are familiar with the use of computers, as well as mathematics, in the manipulation of economic information. Therefore, we urge economics majors to take a course or courses dealing with the use of computers, in addition to the departmental courses that require computer work.

The department offers a minor in economics, which a student can complete by taking Economics 103, 104; two courses from among Economics 241, 242, 243, 245; and two courses from among 299 and those numbered 301 or above. Additionally, a student minoring in economics must demonstrate the same achievement in mathematics as required of majors, and must achieve a grade point average of 2.0 or above in courses counted toward the minor.

Economics 103, 104 are prerequisites for all upper-level courses in the department except Geography 310. Under special circumstances, a student may petition the instructor of a course for a waiver of course prerequisites.

The departmental brochure, *Economics Department Handbook*, contains additional information about the department and about the opportunities which the study of economics provides. Copies are available in the department office, Glatfelter 111, and from department faculty members.

Honors, Internships, Special Programs The Economics Department values intensive and independent work by its students, as well as their interaction with peers and faculty members on collaborative economics projects. To encourage and recognize high quality work, the department offers departmental honors to students who (1) satisfactorily complete one course from among Economics 401, 402, 403; (2) earn an acceptable overall and departmental grade point average; (3) complete a

senior project either in the seminar or preferably via an independent study (Economics 460) that builds upon the 400-level course, and is deemed of high quality by the project supervisor. Students ineligible for or uninterested in formal departmental honors are encouraged nonetheless to take seminars and pursue individual projects. Internships involving the application of economics are available to qualified students who provide an acceptable application at least one month prior to the beginning of the internship. Those persons desiring more information should contact Dr. Railing. Gettysburg College also recognizes the Washington Economic Policy Semester at American University, a program that involves both classroom study and an internship in Washington, D.C. This catalogue contains more information about the program under the Washington Semester. Interested students should contact Dr. Railing in the spring semester of their sophomore year. Several foreign study programs are especially interesting for economics students; information is available from the department and from the International Student Coordinator.

Distribution Requirements

A student may satisfy the College distribution requirement in social sciences by successfully completing Economics 103, 104, or an upper-level economics course and may satisfy the non-Western Culture requirement with Economics 326, 337, or 338.

103, 104 Principles of Microeconomics, Principles of Macroeconomics Principles of Microeconomics gives students a general understanding of economic systems and economic analysis, with emphasis on the operation of the U.S. economy. Topics covered in 103 include the price system, theory of consumer behavior, theory of production, theory of the firm, income distribution, welfare economics, and the micro aspects of international trade. In Economics 104, topics covered include national income accounting, employment, inflation, monetary and fiscal policies, aggregate demand and supply analysis, economic growth, the monetary aspect of international economics, and comparative economic systems.

Staff

241 Introductory Economic and Business Statistics

Covers the nomenclature of descriptive statistics, probabilities using the normal, binomial, Poisson distributions, Chi-square, sampling, estimation of parameters, hypothesis testing, linear regression, and correlation. *Prerequisites:* Economics 103, 104, and one of the following: Mathematics 105-106, 111, or the equivalent or permission of the Economics Department. Please note that a student may not

receive credit for both this course and Mathematics 107, Psychology 205, or Sociology 303.

Ms. Golfin, Mr. Niuro

242 Intermediate Economic and Business Statistics

Considers advanced statistical theory and the use of computers in data analysis. Topics included are ANOVA; multiple regression and the determination of model acceptability; time series and forecasting; index numbers; nonparametric methods; and decision theory. *Prerequisite:* Economics 241.

Ms. Golfin

243 Intermediate Macroeconomic Theory

Studies further classical, neoclassical, Keynesian, and post-Keynesian economics focusing on national income accounting, the various theories and policies which deal with the generation and maintenance of full employment and a stable price level. The causes and cures of unemployment and inflation are also analyzed. Offered both semesters. *Prerequisites:* Economics 103, 104 and Mathematics 105-106 or 111 or its equivalent.

Mr. Forstater, Mr. Gondwe

245 Intermediate Microeconomic Theory

Uses the methodological tools of economics to examine consumer and producer behavior and economic behavior both individual and collective under different input and output market structures, and to analyze the implications of such behavior for general equilibrium and economic welfare. *Prerequisites:* Economics 103, 104 and Mathematics 105-106 or 111, or the equivalent, or permission of the instructor.

Ms. Fender, Ms. Fletcher

299 History of Economic Thought and Analysis

Studies the development of economic ideas and policies in relation to major forms of social, political, and economic problems. Emphasis is placed on major contributions to economic thought from Plato to Keynes. *Prerequisites:* Economics 103-104. *Recommended:* Economics 243, 245.

Mr. Gondwe

300 Personal Finance

Accomplishes two purposes: (1) the consideration of how individuals might react analytically to financial constraints they face in order to provide for their own material security; and (2) development of an insight into the important social issues of a mixed economy, such as that of the United States, by understanding individual decision-making more clearly. Items covered will include the meaning of financial security, both individually and collectively, the development of financial goals and the use of personal budgets to achieve goals, the proper use of

credit, the nature and use of insurance for protection and saving, housing, income earning assets, and estate planning. In addition, current social issues will be considered. *Prerequisites:* Economics 103, 104.

Mr. Railing

301 Labor Economics Studies theoretically and empirically the functioning of labor markets with emphasis on wage and employment determination. Alternative theoretical models are examined. Topics include time allocation, wage differences, discrimination, investment in education, mobility and migration, impact of legislation, unions and labor relations, and imperfect markets. *Prerequisites:* Economics 103, 104, and 245. *Recommended:* Economics 241.

Ms. Fletcher, Ms. Golfín

302 Gender Issues in Economics Begins by applying microeconomic theory to gender issues in our economy. The course will explore demographic issues such as fertility and divorce, consider the effect of the tax structure and other public policies on gender differences in labor force participation over time, and examine alternative economic paradigms for explaining gender discrimination in our society. *Prerequisites:* Economics 103, 104. *Recommended:* Economics 245.

Ms. Fletcher, Ms. Golfín

303 Money and Banking Examines the role of money, credit, and financial institutions in the determination of price and income levels. Coverage includes the commercial banking system, the Federal Reserve System, monetary theory, and the art of monetary policy. Emphasis is placed upon evaluation of current theory and practice in the American economy in the context of increased internationalization of financial activity. *Prerequisites:* Economics 103, 104. *Recommended:* Economics 243.

Mr. Gemmill

305 Public Finance Concerns the principles, techniques, and effects of government obtaining and spending funds and managing government debt. Nature, growth, and amount of expenditures of all levels of government in the United States are considered, along with the numerous types of taxes employed by the various levels of government to finance their activities. The domestic and international implications of government debt are also considered. *Prerequisites:* Economics 103, 104.

Mr. Railing

324 Comparative Economic Systems Concerns a comparative analysis of free enterprise economics,

centrally planned economies, and mixed economies. Primary attention is given to the economic aspects and institutions of these economic systems, but the political, philosophical, and historical aspects also are considered. *Prerequisites:* Economics 103, 104.

Mr. Railing

325-332 Regional Economic History, Growth, and Development Seminars Examine intensively one region, using the framework of economic analysis and political economy to consider economic history, growth, and development within the appropriate region. Although economic theory provides the primary paradigm within which these regions are studied, consideration also will be given to the historical events that conditioned the economic outcomes. Each course will review the pertinent theory and focus on application of that theory to specific historical events, seeking to determine the relevance of the theory to our understanding of past and present economic conditions. Among the regions which will be studied, one in each of the courses, are Africa, the Caribbean, Japan, Russia and Canada/U.S. *Prerequisites:* Economics 103, 104.

Mr. Dolan, Ms. Fender, Mr. Gondwe, Mr. Niiro

336 International Economics: Theory and Public Policy in Historical and Institutional Perspective Begins with the history and development of international commerce and its relation to the rise of the capitalist system. The fundamentals of international trade and finance are then elaborated. These tools are applied to such issues as international business cycles, global competition and technical change, balance of payments and trade deficits, and the international debt crisis. Considerations of policy implications are integrated into the discussions throughout, with an emphasis on international economic institutions and agreements; special topics explore such issues as multinational corporations, capital flight, terms of trade and the international division of labor, trade and environment, and foreign aid. *Prerequisites:* Economics 103 and 104.

Mr. Forstater

337 Introduction to Political Economy and the African Diaspora Examines the origins and development of capitalism and the contribution of Third World peoples and minorities in the United States to the process and continued growth of capitalist development. It also examines current economic, social, and political issues as they relate to, and affect, Third World peoples. *Prerequisites:* Economics 103, 104.

Mr. Gondwe

338 Economic Development Examines the economic and non-economic factors accounting for the economic growth and development of less-developed areas of the world. Various theories of economic and social growth and development are analyzed and major policy issues discussed. *Prerequisites:* Economics 103, 104. Satisfies distribution requirement in non-Western culture.

Mr. Gondwe

341 Environmental Economics: Theory and Public Policy for Economic and Ecological Sustainability

Begins with an investigation of the relationship between the economy and the environment, leading to a derivation of biophysical conditions for a sustainable economy. Mainstream theories and policies, including those based on externalities and social costs, property rights, cost-benefit analysis and discounting are studied in the light of these conditions. Problems and prospects of both market controls and government regulation are considered. Special topics such as population, appropriate technology, accounting for pollution and resource depletion in GDP statistics, and sustainable development are covered through readings representing alternative approaches in the field. *Prerequisites:* Economics 103, 104.

Mr. Forstater

351 Application of Mathematics to Economics and Business Introduces the application of calculus and matrix algebra to economics and business. Numerous illustrations of mathematically formulated economic models are used to integrate mathematical methods with economic and business analysis. *Prerequisites:* Economics 243, 245, and Mathematics 111-112 and 211-212.

Mr. Niuro

352 Introduction to Econometrics Introduces the application of mathematical economic theory and statistical procedures to economic data. Coverage includes the development of appropriate techniques for measuring economic relationships specified by economic models and testing of economic theorems. *Prerequisites:* Economics 243, 245, Mathematics 111-112 and 211-212, and Economics 242, or Mathematics 358.

Mr. Niuro

401 Advanced Topics in History of Economic Thought and Competing Paradigms of Economic Analysis Investigates the different perspectives in economics. The course focuses on the concept that economics, as a social science, is rich in diversity and contending perspectives through which students can

view questions which economics asks, and therefore the types of answers which are generated. More specifically, the course will consider the Neoclassical paradigm, including Keynesian Economics and Monetarism, and the New Classical Economics, as the mainstream perspectives which will be compared with Marxism and Radical Political Economy, Neo-Austrian Economics, and the Schools of Public Choice and Institutional Economics. These will be contrasted by tracing the historical evolution of different perspectives and then focusing on the theories and methods of contemporary paradigms. *Prerequisite:* Economics 333.

Staff

402 Advanced Topics in Theoretical and Applied Macro- and Monetary Economics

Examines particular topics in macroeconomics and monetary theory and applications, under the assumption that the student is familiar with the basic theory. The particular focus of the seminar will rotate depending upon the expertise of the faculty person teaching it, among topics such as the new neoclassical theory, rational expectations and economic behavior, monetary issues in international trade and economic development, econometric studies of money, regulation and banking safety. *Prerequisites:* Economics 243 and/or 303 and/or 336.

Staff

403 Advanced Topics in Theoretical and Applied Microeconomics

Considers special topics in microeconomic theory and applications based upon the assumption that the student is familiar with the basic theory. The particular focus will vary with the instructor conducting the seminar, from among topics such as the new household economics, industrial organization and public policy, game theory, information costs-structure-behavior, production and cost functions, welfare economics, and the micro aspects of international trade. *Prerequisites:* Economics 245 and/or Economics 336.

Staff

460 Senior Thesis Involves the student in pursuit of a research or other investigative project which is presented to the adviser via a written paper and to the public via an oral presentation at the completion of the project. The student explores the topic of the thesis in Economics 401 or 402 or 403, then further develops it the following semester in independent work under the supervision of the instructor for the prior 400-level course. *Prerequisite:* Economics 401 or 402 or 403.

Staff

Individualized Study Involves topics of an advanced nature pursued by well-qualified students through individual reading and research, under the supervision of a member of the department's faculty. A student wishing to pursue independent study must present a proposal at least one month before the end of the semester preceding the semester in which the independent study is to be undertaken. *Prerequisites:* Permission of the supervising faculty member and the department chairperson. Offered both semesters.

Staff

Geography 310 Physical and Human Geography

Studies the location and causes of the distribution of various kinds of economic activities, as well as some of the adverse environmental consequences of a number of these activities. Topics include basic place name geography; weather and climate; population trends and characteristics; technology and economic development; the role of agriculture; the economic geography of energy; and the city. *Open to first year students only by permission of the instructor.*

Ms. Golfin

Education

Associate Professors Brough (*Chairperson*), Hofman, and Packard

Director of Field Experiences and Instructor S. Van Arsdale

Adjunct Professors Curtis, Miller and Williams

The purposes of the teacher education programs are to give students a thorough background in educational philosophy and theoretical concepts of instruction, and to provide an opportunity for student teaching.

The education department works cooperatively with all other departments in the preparation of teachers in secondary education, elementary education, music education, and health and physical education. Students interested in pursuing one of these programs will need to study carefully the teacher education programs as described elsewhere in this catalogue.

A student seeking teacher certification may also choose to minor in education. A minor in secondary education consists of six courses: Education 201, 209, 303, 304, and 476 (worth two courses). A minor in elementary education consists of six courses. Education 201, 209, and 476 are required for the minor. The student then designates three of the following five courses to complete the minor: Education 180, 306, 331, 370 or 334. Completion of all eight courses is required for teacher certification

in elementary education. A student who elects to student teach during the Ninth Semester Option (described elsewhere in this catalogue) is not eligible for a minor in education.

180 Methods and Concepts of Mathematics

Instruction Designed for future elementary teachers who are sophomores and above and are seeking elementary teaching certification. Course includes: teaching mathematics based on recent research efforts which deal with topics such as early number, geometry, rational number, multiplication and division concepts; development of estimation strategies and processes; influence of gender/minority-related variables on mathematics performance; impact of calculators and computers; and children's development of mathematics concepts. Curriculum materials and strategies are included. Spring Semester only. *Prerequisite:* EDUC 201 or permission of instructor.

Ms. Hofman

201 Educational Psychology Study of the development of psychological principles of learning, pupil evaluation, and the statistics necessary for analyzing test data. Repeated in the spring semester. Psychology 101 recommended as background.

Mr. Packard

209 Social Foundations of Education Study of the professional aspects of teaching, the relation of schools to society, historical and philosophical development of American education, the organization of state and local school systems, and the impact of national programs on education, including court decisions. Repeated in the spring semester. Includes a unit on computer literacy.

Mr. Williams, Ms. Brough

303 Educational Purposes, Methods and

Educational Media: Secondary The function of schools in a democracy. Emphasis is placed on methods and techniques of the teaching-learning process. The course includes: examination of content; foundations for approaches other than didactic; interdisciplinary connections; reading in the content areas; development of lesson plans and a major unit of study; logistics of classroom management; needs of special students in secondary schools; and uses of evaluation. *Prerequisites:* Education 201 and 209 and acceptance into the Education Semester. Repeated in the spring semester.

Ms. Hofman, Ms. Brough

304 Techniques of Teaching and Curriculum of Secondary Subject Secondary subjects including biology, chemistry, physics, English, French, Spanish, German, Latin, mathematics, health and physical education, and social studies. This course is taught by a staff member of each department having students in the Education Semester. Included is a study of the methods and materials applicable to the teaching of each subject and the appropriate curricular organization. *Prerequisites:* Consent of the major department and acceptance into the Education Semester. Repeated in the spring semester.

Staff

306 Educational Purposes, Methods, and Instructional Media in Social Studies, Art, and Music Applying principles of learning and human development to teaching social studies in the elementary school. Included is the correlation of art and music with the teaching of the social sciences. A major portion of the course is devoted to the development and teaching of a social studies unit in conjunction with the student teaching experience. *Prerequisites:* Education 180, 201, 209, 331, 370 and acceptance into the Education Semester. Repeated in the spring semester. Elementary education students enroll for this course during the Education Semester.

Ms. Brough, Ms. Van Arsdale

331 Developmental Reading Instruction and the Language Arts An introduction to the theory, problems, and approaches to developmental reading instruction and the language arts. Current trends relating to the acquisition of language and reading skills are studied. Children's literature and its relation to the learning process are explored. Designed for elementary and secondary teachers. *Prerequisite:* Education 201. Fall semester only.

Ms. Brough

334 Corrective Reading study of the analysis and correction of reading disabilities. Survey of tests and materials including children's literature as an incentive to greater interest in reading are included along with a reading internship in the public schools under the guidance of a reading teacher. Diagnosis and remedial tutoring of school pupils who are having reading problems are provided. Elementary education students enroll for this course during the Education Semester. *Prerequisites:* Education 201, 209, and 331 and acceptance into the Education Semester. Repeated in the spring semester.

Ms. Brough, Ms. Van Arsdale

370 Elementary School Science: Purposes, Methods, and Instructional Media Study of scientific concepts for mastery by elementary pupils. The course emphasizes science process skills and the inquiry-based approach; child development and its relation to learning science concepts; examination of science programs; multidisciplinary science; evaluation techniques; individualization (including issues related to gender, culture and special needs), and instructional media designed to give the prospective teacher a thorough background in elementary school science. *Prerequisite:* Education 201 or permission of instructor. Fall semester only.

Ms. Hofman

411 Internship in Teaching Composition A teaching internship in a section of English 101. Under the supervision of the instructor in that section, the intern will attend classes, prepare and teach selected classes, counsel students on their written work, and give students' papers a first reading and a preliminary evaluation. All interns will meet regularly with members of the English department to discuss methods of teaching composition and to analyze the classroom experience. Required of all majors in English planning to enroll in the secondary education program. Students should register for Education 411 in the semester prior to their Education Semester.

English Department Staff

461 Individualized Study—Research Offered both semesters.

471 Individualized Study—Internship Offered both semesters.

476 Student Teaching Student observation, participation, and teaching under supervision of an experienced and certified teacher. Group and individual conferences are held for discussion of principles and problems. The student will spend the full day for 12 to 15 weeks in the classroom. A weekly seminar is required. This course carries two course credits. *Prerequisites:* All required education courses and acceptance into the Education Semester. Repeated in the spring semester.

English

Professors E. Baskerville, Fredrickson (*Chairperson*), Myers, Schmidt, Stewart, and Stitt
Associate Professors Berg, Garnett, Goldberg, Hanson, Lambert, Larsen, and Winans
Assistant Professors, Barnes, Bingham and Johnson
Adjunct Associate Professors M. Baskerville, Powers

Adjunct Assistant Professors Howe and Love
Distinguished Visiting Professor Ding
Adjunct Instructors Beedle, Clarke, Craft, Hartzell,
Lindeman, and Saltzman

Overview

The courses offered by the department are designed to train students to express their thoughts clearly and effectively through spoken and written language and to understand, interpret, and assimilate the thoughts and experiences of the great writers of English and American literature. English is excellent preparation for careers in business, teaching, law, publishing, journalism, and government service, and for graduate study leading to advanced degrees in English, the ministry, and library science. Majors have also enrolled in graduate programs in business, urban planning, social work, public administration, and others.

The courses in theatre and drama offered by the department are designed to train students to conceive of the theatrical event as a unit, joining its literary and historical values with means of expression in production, demonstrating the relationship of acting, directing, and design with the efforts of playwrights both past and present. This is accomplished through the students' work in the theatre program's productions which include Mainstage offerings in the Kline Theatre as well as studio presentations in the Stevens Theatre and Otherstage works-in-progress. The study of theatre arts prepares students for careers in the theatre, arts administration, teaching, and business.

The department offers a major in English and American literature and a major in theatre arts. The department also offers a minor program in each field.

The department believes that a well-balanced program for a major in English and American literature should include (1) knowledge of the literary history of England and America; (2) training in the application of the techniques of literary analysis and the different critical approaches to literature; (3) knowledge of the characteristics and development of the major literary forms or genres; (4) study in depth of the work of one author of significance; and (5) some knowledge of the history of the English language and of English as a system.

The department also believes that a well-balanced program for a major in theatre arts should include (1) knowledge of the history of the theatre from primitive man to the present; (2) training in and application of the various performance areas of

theatre; (3) knowledge of the characteristics and development of the literary genre known as drama; and (4) the development of a play from the initial script to actual performance.

The Writing Center

The Writing Center, staffed by several English department faculty members and specially trained Gettysburg College students, is a valuable college resource. The Center's staff assists students with their writing in the following ways:

- Discusses an assignment in order to clarify it or to plan a method of approach
- Helps in organizing a paper or other piece of writing such as a letter of application
- Suggests ways to make troublesome parts of a paper more effective
- Shows ways to correct recurring grammatical errors

The Writing Center is open six days a week. There is no charge for this service.

Requirements and Recommendations

The Major in Literature

The requirements for the major in literature are twelve courses in English and American language and literature in addition to the first semester of Literary Foundations of Western Culture (IDS 103). All majors in literature are required to take at least four of the following: English 150, 151, 152, 153, 154. In addition, to obtain the desired distribution of courses, majors must elect one course from each of the following categories:

- I. English Language and Literary Theory (1 course): English 209, 210.
- II. Topics in English Literary History (3 courses; 1 from each group):
 - A. Medieval, Renaissance: English 310 to 319.
 - B. 17th and 18th Centuries: English 320 to 329.
 - C. 19th and 20th Centuries: English 330 to 339.
- III. Topics in American Literary History (1 course): English 340 to 349.
- IV. Major Authors (1 course): English 362, 365, 366 or any seminar devoted to a British or American author deemed by the department to be of major importance.
- V. Seminar (1 course): English 401-404. One seminar each year is designated as the Honors Seminar.

English 101, 110, 201, 203, 205, 206, 305, and courses in speech may not be used to fulfill the department's major requirements. Courses in theatre arts count only toward the theatre arts major.

The Minor in Literature

The requirements for the minor in literature are six courses. All minors must take two courses of the Survey of English and American Literature sequence (English 150-154), and at least four advanced courses, two of which must be on the 300 or 400-level. Writing courses, with the exception of English 101, may be used to fulfill the department's minor requirements.

The Major in Theatre Arts

Majors in theatre arts must take IDS 103 and theatre arts 105, 203, 204, and 214. They must also elect the specified number of courses from each of the following categories:

- I. Theatre Arts (3 courses): 1 course from each of the following groups:
 - A. (Acting and Dance) 120, 163, 220, 307, 320, 377.
 - B. (Design) 115, 155, 255, 311, 355, 381.
 - C. (Directing) 182, 282, 382.
- II. Drama (3 Courses): English 365, 366, Theatre Arts 328, 329, Classics 264, 266, French 327, German 335, Spanish 313.
- III. Electives (2 courses): Any of the theatre arts and drama courses listed above and/or Theatre Arts 222, 252, Art 238, 239, Spanish 315, IDS 267

The Minor in Theatre Arts

The requirements for the minor in theatre arts are six courses: Theatre Arts 105, Theatre Arts 203 or 204; one course in Drama (English 226, 365, 366, Theatre Arts 214, 328, 329); 2 studio courses (Theatre Arts 115, 120, 155, 163, 182, 220, 255, 282, 307, 311, 320, 355, 377, 381, 382); one course in theatre arts or any of the above listed theatre arts or drama courses plus Theatre Arts 252.

Elementary and Secondary Education

The major for students enrolled in the elementary education program consists of ten courses, in addition to the first term of Literary Foundations of Western Culture (IDS 103). Working with the chairperson of the English department, each elementary education student will design a major program following as closely as possible the department's distribution requirement for the major. Students planning to teach English in the secondary schools are required to take English 209 and either 365 or 366, Speech 101, IDS 104, and either Theatre Arts 328 or 329. The department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary English, and Education 411, Internship in Teaching Composition. Students planning to do graduate work in English should develop proficiency in Latin, French, or German.

English majors may take internships in a variety of fields, such as journalism, law, public relations, publishing, radio, and television. Theatre arts majors may take internships in theatre, radio, television, public relations, and arts administration. Students who wish to apply for internships must secure from their advisers a statement of the department's policy regarding application deadline, form of proposal, requirements, and grading.

Distribution Requirements

All courses offered by the department, except English 101, 201, 203, 205, 206, 209, 305, and courses in speech and theatre arts, may be used to fulfill the College distribution requirement in literature. English 205, 206, and all theatre arts courses except 328 and 329 may be used to fulfill the College distribution requirement in arts.

Senior Honors Program

English majors who have shown special promise in English will be invited to complete a thesis and seminar sequence during their senior year. Students taking the program will write a thesis during the fall semester under the direction of a member of the department. During the spring semester they will participate in an honors seminar under the direction of the program director. Only students selected for and successfully completing the program will be eligible to receive honors in English. For details of the program, consult the brochure available in the English department.

101 English Composition Aims to develop the students' ability to express themselves in clear, accurate, and thoughtful English prose. Not limited to first year students. Repeated spring semester.

Staff

150, 151, 152 Survey of English Literature A historical survey of English literature from *Beowulf* through the twentieth century, with some attention to the social, political, and intellectual backgrounds of the periods under investigation. Selected works will be discussed in class to familiarize students with various methods of literary analysis, and students will write several short critical papers each semester.

Staff

153, 154 Survey of American Literature A chronological study of American writing from colonial days through the present, with some attention to the social, political, and intellectual backgrounds. Primary emphasis during the first half of the sequence falls on the Puritans and American Romantics; the second

half surveys writers from the Romantics forward, including such figures as Twain, Chopin, James, Williams, Stevens, Faulkner, Hughes, as well as selected contemporary writers.

Staff

201 Advanced Expository Writing An intensive course in advanced rhetorical techniques, with particular emphasis on analysis of evidence, selection of appropriate style, and importance of revision.

Ms. Larsen

203 Journalism An introduction to journalism, the course offers basic skills in writing news and feature stories, sports and specialty stories, and editorials. Students develop an understanding of what makes news; how to conduct an interview; and how to write follow-up stories. As part of the course, students are required to submit articles to *The Gettysburgian*. Trips to newspaper offices in this area are offered.

Mr. Baskerville

204 The Writing of Non-Fiction Prose: The Literature of Travel This is a workshop in the writing of highly literary non-fiction prose that explores a sense of place; the course welcomes service/learning students and/or those who travel or who wish to travel. By Permission of Instructor.

Ms. Larsen

205, 206 The Writing of Fiction, Poetry, and Drama A workshop in the writing of short stories, verse, and plays, with an analysis of models. Either course may be used to fulfill the distribution requirement in arts.

Ms. Larsen

209 History of the English Language Provides a historical understanding of the vocabulary, forms, and sounds of the language from the Anglo-Saxon or Old English period to the twentieth century.

Mr. Baskerville

210 Theories of Literature Undertakes to examine and compare the various ways in which literature has been regarded: its sources, forms, and purposes. The history of critical theory surveyed, from Plato and Aristotle to the present, with emphasis upon the modern period and such movements as New Criticism, structuralism, deconstruction, and feminist criticism. The goal of the course is to make students aware of themselves as readers.

Ms. Berg

216 Images of Women in Literature An examination of the various ways women have been

imagined in literature. We will look at how and why images of women and men and of their relationships to one another change, and at how these images affect us. Emphasis will be placed on developing the critical power to imagine ourselves differently.

Ms. Berg

226 Introduction to Shakespeare A course that endeavors to communicate an awareness of Shakespeare's evolution as a dramatist and of his importance in the development of Western literature and thought. Designed for students not majoring in English.

Mr. Myers

231 to 260 Studies in Literature An intensive study of a single writer, group, movement, theme, or period. May be counted toward the major. Fulfills distribution requirement in literature. Open to first year students.

Courses in this category offered in 1993-94.

241 Modern Irish Drama Irish dramatists have produced a body of literature remarkable for both its unparalleled artistic achievement and its acute political and social responsiveness. This course shall explore the evolution of the modern Irish theatre within the matrix of the esthetic and the political revolutions that occurred, and continue to occur, in twentieth-century Ireland, making that tradition one of the most vital areas of literary activity in modern times.

Mr. Myers

245 Versions of the Self: Biography & Autobiography In this course we will read autobiographies, biographies, think about how we would present our own lives, and discuss the theoretical problems inherent in the genre. We will discover that the telling of a life—our own or another's—is not as simple as it seems.

Ms. Lambert

248 The Nineteenth-Century Novel This course explores the dialectical relationship between romanticism and realism in British literature from the beginning of the nineteenth century through the first decade of the twentieth century. Includes Sir Walter Scott, Mary Shelley, Charles Dickens, the Bronte sisters, George Eliot, Elizabeth Gaskell, and Oscar Wilde.

Mr. Garnett

252 African American Literature Since 1955 This survey course will encompass a wide range of African

American literature beginning with the work of James Baldwin. In contemporary texts by major African American writers, students will examine various African American social, political, and cultural practices and concerns; interrogate the impact of race, class, and gender on African American society; view American history from the lens of the African American; and examine intertextually specific and recurrent themes.

Ms. Barnes

253 Indian Writing in English A chronological study of writing in English generated by British education and colonialism in India. Includes fiction and poetry from the British Period, the Independence Struggle, and contemporary India.

Ms. Powers

305 The Writing of Poetry and Short Fiction:

Advanced A course open to students who have demonstrated that their skills in the writing of poetry and fiction might be further developed. The goal of each student will be the composition of a group of poems or short stories. *Prerequisites:* English 205, 206.

Ms. Larsen

310 - 319 Topics in Medieval and Renaissance

Literature A variety of authors, themes, genres, and movements will be studied, ranging from Anglo-Saxon poetry and prose through Shakespeare's works. Several sections, each dealing with a different subject, will be offered each year.

Courses in this category offered in 1993-94.

311 Metaphysical and Baroque Literature

Examining literature often mislabeled "metaphysical," this course will consider the philosophic, religious, and cultural upheavals of that time as background for the great aesthetic changes that evolved through at least two distinctive styles, the metaphysical (or manneristic) and the high baroque.

Mr. Bingham

312 Epic to Romance We shall read texts ranging from *Beowulf*, *Roland*, and the *Nibelungenlied* through the romances of Chretien de Troyes and Marie de France to the final summary work of Arthurian legend, Sir Thomas Malory's *Morte Darthur*.

Mr. Baskerville

315 Sixteenth-Century Poetry A poetical feast, beginning with Tudor appetizers, Skelton to Surrey; featuring an Elizabethan entree a la Spenser, served with generous portions of Sidney, Marlowe, Shakespeare, and Greville; Daniel, Drayton, and

Donne for dessert; and between courses, diverting looks at Christian humanism and Elizabethan critical theory.

Mr. Bingham

320 - 329 Topics in Seventeenth and Eighteenth

Century Literature A variety of authors, themes, genres, and movements will be studied, ranging from Donne and Herbert through Johnson and Boswell. Several sections, each dealing with a different subject, will be offered each year.

Courses in this category offered in 1993-94.

321 Restoration and Eighteenth-Century Literature

Focusing on literature written between 1660 and 1743, this course examines dominant literary forms and modes and explores such issues as the education of women and marriage; changing social behavior; and growing consumerism.

Ms. Stewart

322 Middle & Late Eighteenth-Century Literature

By reading novels, letters, poetry, drama, journals or diaries, and biography, we will focus upon tradition and innovation in British literature between the years 1742 and 1800. We will explore such topics as the interest in the education of a young man or woman, the search for new subjects of poetry, the increasing emphasis upon sentiment, the emergence of the gothic novel and primitive societies, woman as an intellectual and writer, Samuel Johnson as a writer and as a person.

Ms. Stewart

325 Studies in the Eighteenth-Century Novel In the eighteenth century, novels were "a new species of writing." In this course we will read several eighteenth-century novels of various types and examine the particular social conditions and philosophical ideas that give impetus to the so-called "rise of the novel."

Ms. Lambert

330 - 339 Topics in Nineteenth and Twentieth

Century Literature A variety of authors, themes, genres, and movements will be studied, ranging from Blake, Wordsworth, and Coleridge through Yeats, Eliot, Woolf, and selected contemporary writers. Several sections, each dealing with a different subject, will be offered each year.

Courses in this category offered in 1993-94.

331 Romanticism: Knowing and Creativity In this course, we will attempt to define various ways in which the principle British Romantic writers tried to define

knowledge and creativity, to understand each in terms of the other, and to blur the distinctions between them.

Mr. Goldberg

334 Nineteenth Century British Women Writers

Looking at both the literary and "non-literary" visions of the period, this course will explore the issues, images, and ideas of nineteenth century women. Includes Christina Rossetti, Elizabeth Barrett Browning, Charlotte Bronte, and Virginia Woolf.

Ms. Berg

340 - 349 Topics in American Literature A variety of authors, themes, genres, and movements will be studied, ranging from colonial writers through selected contemporary authors. Several sections, each dealing with a different subject, will be offered each year.

Courses in this category offered in 1993-94.

342 American Poetry A study of the development of American poetry from 1620 to 1945. Though other writers will be studied, emphasis will be placed upon Taylor, Whitman, Dickinson, Frost, Eliot, and Stevens.

Mr. Stitt

344 Contemporary American Poetry A study of American poetry written since World War II by such poets as Elizabeth Bishop, Stanley Kunitz, James Wright, Charles Wright, Denise Levertov, and Sharon Olds. The class will be visited by some of the poets.

Mr. Stitt

347 Contemporary American Fiction A study of the form, content and diversity in American fiction since the 1940's, drawing on a selection of novels and short stories by such writers as Updike, Nabokov, Carver, Bellow, Pynchon, and others.

Mr. Fredrickson

349 Major Contemporary African American

Women Writers This course examines the cultural, social, and domestic concerns of African American women in the literature of Alice Walker, Toni Morrison, Gloria Naylor, Paule Marshall, Terry McMillan, and Toni Cade Bambara.

Ms. Barnes

365, 366 Shakespeare A course that seeks to communicate an understanding both of Shakespeare's relation to the received traditions of his time and of his achievement as one of the most important figures in Western literature. Language, characterization, and structure in each of the numerous plays will be carefully analyzed. English 365 will focus on the early plays through *Hamlet* and

Troilus and Cressida. English 366 on the later plays.

Mr. Myers

401, 402, 403, 404 Seminar Intensive studies of announced topics in Medieval and Renaissance literature, in seventeenth and eighteenth century literature, in nineteenth and twentieth century literature, and in American literature. *Prerequisite:* Senior standing in the major or departmental permission.

Seminars offered in 1993-94.

401 Chaucer's Canterbury Tales We shall look carefully at a selection of tales from *The Canterbury Tales* (some in Modern English versions, some in Middle English) and then explore the models, analogues, and sources of these tales in Mediaeval literature in order to see what Chaucer has done to make his sources his own.

Mr. Baskerville

402 Honors Seminar: Romanticism and The Picture of the Mind A study of ways that romantic writers, both British and American, sought to represent the nature and workings of human consciousness. Alongside such works as Blake's *Jerusalem*, Shelley's *Prometheus Unbound*, Coleridge's *Rime of the Ancient Mariner*, Whitman's *Leaves of Grass*, and various stories by Poe and essays by Emerson, we will read several more modern accounts of the structure of the mind, particularly by Freud, in the hope of arriving at a sharpened understanding of the romantic turn in literature.

Mr. Goldberg

403 Comedy A seminar based on the assumption that comedy is no laughing matter. The course will first look at several classical comic models before focusing on representative works of British comic literature of the last three centuries. Works will be drawn from different literary genres—drama, fiction, and poetry—and will include different kinds of comedy, from romantic to satiric and subversive. In conjunction with the works themselves, we will also examine some theoretical attempts to define and understand the notion of comedy.

Mr. Garnett

404 Toni Morrison This seminar will examine critically the fictional and non-fictional *oeuvre* of Toni Morrison, a major, contemporary, American writer. Students will explore not only the vivid fictional world Morrison creates in her highly acclaimed novels (*The Bluest Eye*, *Sula*, *Song of Solomon*, *Tar Baby*, *Beloved*, *Jazz*) but also her role as critic (*Playing in the*

Dark), Editor (*Race-ing*, *Justice*, *En-gendering Power*), lecturer, and citizen. Students will read broadly within the broad spectrum of Morrison scholarship. Each student will be required to do a major research project.

Ms. Barnes

464 Honors Thesis An individualized study project involving the research of a topic and the preparation of a major paper under the direction of a member of the department. This research and writing will be done during the fall semester of the senior year.

Prerequisites: By invitation of the department only.

Staff

Individualized Study An individual tutorial, research project, or internship under the supervision of a member of the staff. A student must submit a written proposal to the department well in advance of registration. *Prerequisite:* Approval of the department and of the directing faculty member. Offered each semester.

Staff

Theatre Arts

The major in theatre arts is described, page 89. Although theatre arts courses (except 214, 328 and 329) may be used to fulfill the distribution requirement in arts, students are urged to take one of the following: TA 105, 115, 163, 203, 204, and 252.

105 Introduction to Theatre Arts An overview of theatre, including its historical background, its literary works, its technical aspects, and its performance techniques. Students will study the theatre of today in relation to its predecessors and in terms of its modern forms in cinema and television. Students will read texts and analyze methods used in bringing those works into production. Field trips will offer opportunities to critique performances.

Mr. Hanson, Ms. Howe

115 Theatre Production A course designed to provide an extensive investigation of the historical and contemporary trends and practices essential for theatre production. The student gains an understanding of theatre procedures and acquires a grasp of the equipment necessary for the execution of scenery, properties, sound, and stage lighting. This course is a combination of lecture and laboratory work and requires backstage participation in college productions.

Mr. Hanson

120 Fundamentals of Acting The study of the theory and technique of the art of acting; voice

technique for the stage; the use of pantomime, including the study of gesture and movement. Emphasis will be placed on the discipline and control of the body and the voice to best serve the actor. Improvisation will be employed. In addition, students will be expected to perform in scenes for class analysis. *Prerequisite:* Permission of the instructor.

Ms. Howe

155 Fundamentals of Stage Design Basic theories and technique of design for the stage. The theory behind the design, and the interrelationship of scene design, lighting, costumes, and properties. How stage design interprets the themes and moods of a play as well as identifying period and place will be studied. This course will follow a lecture-discussion format and involve extensive studio work. Students will analyze, create, and execute basic designs for the Laboratory Theatre Series in association with students in Theatre Arts 182. *Prerequisite:* Permission of the instructor.

Mr. Hanson

163 Introduction to Dance An overview of the history and development of modern dance with emphasis on the early pioneers (Duncan, Denis-Shawn, Humphrey, Weidman, Hawkins, Cunningham), intended to develop an appreciation of dance as an art form. The study of form and technique and the physical application thereof. Emphasis will be placed on the discipline and control of the body to best serve the dancer.

Staff

182 Fundamentals of Directing The study of the theory and technique of the art of the director; how a play is selected; play analysis; tryouts and casting; the purpose and technique of blocking, movement, and stage business. Students are required to direct scenes in class and a short play as part of the Laboratory Theatre Series. *Prerequisite:* Permission of the instructor.

Mr. Schmidt

203, 204 History of the Theatre A survey of the theatre from the primitive to the present. Emphasis is placed on the relevance of theatre design, production techniques, and acting styles to the plays of their periods, and the relationship between society and the theatre it nurtured. The first semester covers Greek, Roman, Medieval, Elizabethan, Oriental, and Italian Renaissance; the second semester is devoted to the French Neoclassical, the Restoration, and the eighteenth, nineteenth, and twentieth centuries.

Mr. Schmidt

214 Survey of Dramatic Literature An overview of dramatic literature from the Greeks to the present.

Play structure is analyzed, and comparisons made between methods of executing plot, development of character, and theme. Contents includes plays from the Greek and Roman periods, medieval, Elizabethan and seventeenth through twentieth centuries. Emphasis is placed on written analysis. Fulfills the literature distribution requirement and does not fulfill the arts requirement.

Ms. Howe

220 Advanced Acting Further study in the theory and techniques of the art of the actor, the analysis and interpretation of acting roles, and the building of characterization. Roles, both comic and tragic, from Contemporary Restoration, Elizabethan, Commedia dell'Arte, and Greek theatre will be analyzed and performed. *Prerequisite:* Theatre Arts 120 and/or permission of the instructor.

Mr. Schmidt

222 Oral Interpretation of Literature An analytical and structural study of recognized prose, poetry, and dramatic selections which will facilitate individual rehearsal and performance of the literature. These readings will incorporate the Readers Theatre format and emphasis will be placed on developing an appreciation for the literary work as a complete aesthetic unit. Students will be challenged to recognize their potential for speaking and reading before an audience. The class will employ an ensemble approach and present several public performances during the semester.

Mr. Hanson

252 Studies in Film Aesthetics A study of historically significant films, film theory, and criticism intended to develop an appreciation for film as an art form. The students will keep a journal of critical responses to films, write short critical papers, and will become familiar with writing that has been done about films.

Mr. Fredrickson

255 Advanced Stage Design Examination of historical and contemporary theories of scene, lighting, and costume design. Students will consider design as the visual manifestation of the playwright's concepts. Besides designing the same play for proscenium, arena, thrust, and profile stages, and a period play for a period other than its own, students will complete advanced designs in scene, lighting, and costumes, and create designs for the Laboratory Theatre Series in association with students in Theatre Arts 282. *Prerequisite:* Theatre Arts 155.

Mr. Hanson

282 Advanced Directing Further studies in the theory and technique in the art of the director. Students will engage in directional analyses of plays representing different periods. Particular attention will be given to contemporary methods of presentation, with special emphasis on arena and thrust staging. In addition to directing scenes in class, students will direct two scenes and a one-act play for public presentation, the latter as part of the Laboratory Theatre Series. *Prerequisites:* Theatre Arts 182 and/or permission of the instructor.

Mr. Schmidt

307 Theatre Arts Practicum - Acting A practical learning experience in acting. During a seven-week period, students will perform in three children's theatre productions and will also participate in three mainstage productions as part of Gettysburg Theatre Festival's summer program. Students are afforded the opportunity of working alongside professional actors and under professional direction before discriminating audiences. Commedia dell'Arte improvisational techniques are employed in the creation and rehearsals of the children's theatre offerings. A study of the works of the authors represented on the mainstage, analyses of the literary and theatrical aspects of the works to be produced, as well as discussions sessions and workshops with the professional actors and directors are included in class work.

Mr. Schmidt

311 Theatre Arts Practicum - Technical A practical learning experience in technical theatre. During a seven-week period students will participate in the varied technical aspects of mounting three mainstage productions as well as three productions offered by the Theatre for Children as part of the Gettysburg Theatre Festival's summer program. Hands-on experience will be gained from the construction, painting and placement of sets, hanging and running of stage lights, and the construction and gathering of properties and costumes. A study of the theatrical aspects of the works to be produced and analyses of the concepts and techniques employed in this production and others of a similar nature (both contemporary and historical) are integral aspects of the course.

Mr. Hanson

320 Problems in Acting A course designed for students who have demonstrated the skill and talent to undertake further studies in acting which will culminate in an independent study project.

Prerequisite: Theatre Arts 120 and 220 and/or permission of the instructor.

Mr. Schmidt

328, 329 Twentieth-Century Drama A study of major dramatists from Ibsen to the present and of dramatic movements such as realism, naturalism, expressionism, as well as Theatre of the Absurd. The first semester includes Ibsen, Strindberg, Chekhov, Shaw, Pirandello, Odets, O'Neill, and others; the second semester begins after World War II and includes Williams, Miller, Osborne, Pinter, Beckett, Ionesco, Genet, and others. Fulfills the literature requirement and does not fulfill the art requirement.

Mr. Schmidt

355 Problems in Stage Design A course designed for students who have demonstrated the skill and talent to undertake further studies in design which will culminate in an independent study project.

Prerequisites: Theatre Arts 155 and 255.

Mr. Hanson

377 Theatre Arts Practicum - Acting (Advanced)

An advanced practical learning experience in acting for students who have demonstrated that their skills in performing before the public (both young and old) might be further developed. Students will continue work begun in Theatre Arts 307; they will be expected to produce mature and advanced work and undertake a broader range of roles and more complex ones. *Prerequisite:* Theatre Arts 307.

Mr. Schmidt

381 Theatre Arts Practicum-Technical (Advanced)

An advanced practical learning experience in technical theatre for students who have demonstrated that their skills in the technical aspects of theatre might be further developed. Students will continue work begun in Theatre Arts 311 and will be expected to undertake more advanced assignments in set construction, stage lighting, costumes, and properties. *Prerequisite:* Theatre Arts 311.

Mr. Hanson

382 Problems in Directing A course designed for students who have demonstrated the skill and talent to undertake further studies in directing which will culminate in an independent study project.

Prerequisites: Theatre Arts 182 and 282.

Mr. Schmidt

Individualized Study A production of a major work, a tutorial, or an internship under the supervision of a member of the staff. A student must submit a written proposal to the department well in advance of

registration. *Prerequisites:* Approval of the department and of the directing faculty member.

Speech

101 Public Address A study of the basic principles of public address. Emphasis is placed on developing both a theoretical and practical understanding of oral communication through lecture and reading assignments, as well as through practice in preparing, organizing, delivering, and criticizing speeches in class.

Ms. Howe

201 Advanced Public Address An analysis of public address as an art form and as an important civilizing force in Western society. Students will have the opportunity to apply concepts and strategies they have learned in Speech 101. *Prerequisite:* Speech 101.

Mr. Hanson

Environmental Studies

Environmental Studies Committee and Program Participants

Professors Cavaliere, Commito (Coordinator), Coulter, Gondwe, Hendrix, Mikesell

Associate Professors Borock, Cowan, Flöge, Forness, Goldberg, Hofman, Pella, Trevelyan, Walters, Winkelmann

Assistant Professors Delesalle, Gaenslen, Golfin, Good
Instructor Forstater

Overview

Environmental Studies is an interdisciplinary program designed to provide students with the expertise necessary to analyze and resolve complex issues related to the environment. Faculty from eleven departments on campus teach in the Environmental Studies Program, making it one of the most comprehensive small-college environmental programs in the country. Although local terrestrial, freshwater, and marine habitats are studied, the program is national and international in scope. Students are encouraged to take advantage of Gettysburg's proximity to scientific and policy-making agencies in the Pennsylvania state capital and Washington, DC. Participants in the Environmental Studies Program are actively involved in a wide variety of activities across the country, from working on economic development issues with Native Americans in Arizona to collecting field data on the ecology of Maine's coastal zone. At the global level, students can utilize the College's extraordinary travel opportunities to investigate first hand the environmental problems

facing Africa, Asia, Europe, and Latin America. In the classroom or laboratory, on an internship site or service learning project, in the comfort of the library or under demanding field conditions - students are taught to approach environmental issues with an open mind, to examine alternatives carefully, and to write and speak effectively about their work.

Requirements and Recommendations

The Environmental Studies Program offers three levels of involvement for students interested in the environment. Students who want to learn about environmental issues but are not planning a minor or special major in the discipline are encouraged to take Environmental Studies 121, which is specifically designed for that purpose. Students with a stronger interest in environmental studies may pursue the minor. Those who wish to create a special major in environmental studies may do so by working closely with the Committee on Interdepartmental Studies and the Environmental Studies Committee.

Minor in Environmental Studies

The minor in environmental studies requires two introductory courses, four electives, and a senior capstone experience. Students are encouraged to take additional enrichment courses to add depth and breadth to the minor. The minor includes:

Introduction to the Environment (two courses):

- Environmental Studies 211 Introduction to Environmental Science: Principles of Ecology OR Biology 305 Ecology
- Environmental Studies 212 Intermediate Environmental Science: Environmental Problems

Environment and Society: Electives (two courses):

- Economics 341 Environmental Economics
- Geography 310 Physical and Human Geography
- Philosophy 107 Environmental Ethics
- Sociology 203 World Population

Enrichment courses:

- Art 217 History of Modern Architecture
- Art 227, 228 Arts of the First Nations of North America
- Economics 336 International Economics
- Economics 338 Economic Development
- English 331 Romanticism: Knowing and Creativity
- History 239 Architecture and Society in Nineteenth-Century America
- Philosophy 105 Contemporary Moral Issues
- Philosophy 340 American Philosophy
- Political Science 263 The Politics of Developing Areas

Political Science 340 Models and Policy Analysis

Environmental Science: Electives (two courses):

- Biology 300 Physiology of Plant Adaptations
- Environmental Studies 225 Geomorphology
- Environmental Studies 316 Conservation Biology
- Interdepartmental Studies 240 Energy: Production, Use, and Environmental Impact

Enrichment courses:

- Biology 218 Algae and Fungi
- Biology 224 Vertebrate Zoology
- Biology 230 Microbiology
- Biology 306 Marine Ecology
- Interdepartmental Studies 250 Science, Technology, and Nuclear Weapons

Senior Capstone Experience (one course):

- Environmental Studies 400 Seminar
- Environmental Studies 460 Individualized Study: Research

Special Major in Environmental Studies

The special major in environmental studies is developed in consultation with the Committee on Interdepartmental Studies and the Environmental Studies Committee. Students interested in a special major are invited to meet with the Chairperson of either of those committees or the Coordinator of the Environmental Studies Program as early as possible for guidance in putting together the strongest possible set of courses. Students pursuing a special major should normally consider taking Biology 101, 112, and 305, a statistics course, the courses required for the environmental studies minor, and additional courses selected to meet academic and career goals.

Special Programs

Faculty members teaching in the Environmental Studies Program are active scholars who involve students in their projects as research assistants. Research facilities include a computerized image analysis system, electron microscopes, environmental growth chambers, and a fleet of 15-passenger vans for field trips.

Many of the College's off-campus affiliated programs provide excellent opportunities to study environmental issues in the United States and abroad. Chief among these programs is the American University Environmental Policy Semester in Washington, DC, which offers internships with government agencies and private environmental organizations as well as research projects in Costa Rica and Kenya. The College is one of a select few to

maintain cooperative programs in marine science with Duke University Marine Laboratory and the Bermuda Biological Station. In addition, the Duke University School of the Environment has entered into an agreement with the College that permits students to start work at Duke on a Master of Environmental Management or Master of Forestry degree after three years at Gettysburg. This cooperative agreement allows students to earn the bachelor's and master's degrees in just five years.

All across the nation, public and private schools have recognized the importance of environmental issues and are adding courses in environmental studies to their curricula. Students interested in a teaching career who wish to combine training in education and environmental studies are encouraged to contact the Education Department.

All environmental studies courses meet three class hours per week. Some carry prerequisites.

121 Environmental Issues Introduction to national and global environmental issues. Students will learn the basic concepts of ecology, including population growth models, species interactions, and ecosystem and biosphere processes. Building upon this scientific base, students will use an interdisciplinary approach to analyze the economic, ethical, political, and social aspects of environmental issues. Topics include human population dynamics, air and water pollution, toxic wastes, food production, land use, and energy utilization. Credit will not be given for both Environmental Studies 121 and Environmental Studies 212. This course does not count towards the minor in environmental studies.

Mr. Commito

211 Introduction to Environmental Science:

Principles of Ecology Introduction to current ideas in theoretical and empirical ecology. A quantitative approach will be used to examine population dynamics, competition, predator-prey interactions, life-history strategies, species diversity patterns, community structure, energy flow, biogeochemical cycling, and the biosphere. This course provides a foundation for further work in environmental studies.

Mr. Commito

212 Intermediate Environmental Science:

Environmental Problems An analysis of the major environmental problems facing the United States and the world. The application of modern ecological theory to current environmental problems will be

emphasized. Perspectives from the natural sciences, social sciences, and humanities will be used to investigate population growth, agricultural practices, pollution, energy, natural resource use, endangered species, and land-use patterns in the industrialized and developing nations. Environmental Studies 211 or Biology 305 is a prerequisite. Credit will not be given for both Environmental Studies 121 and Environmental Studies 212.

Mr. Commito

225 Geomorphology Investigation of the Earth's materials and processes that explain the physical structures that make our planet unique. Topics include the Earth's position in space, rock and mineral types, volcanism, glaciation, and seismic events influenced by tectonic activity.

Mr. Mikesell

316 Conservation Biology A discipline comprising pure and applied science which focuses on the preservation of biological diversity. This focus implicitly recognizes that preserving the genetic and ecological features of a species requires preservation of that species' niche. Topics will include food web organization, spatial heterogeneity and disturbance, consequences of small population size and inbreeding, captive propagation, demographics of population growth, and species reintroduction and management. Environmental Studies 211 or Biology 305 is a prerequisite. Alternate years.

Ms. Delesalle

400 Seminar Advanced study of an important national or global environmental issue. An interdisciplinary approach will be used to analyze the problem from a variety of viewpoints in the humanities, social sciences, and natural sciences. Students are responsible for a major term paper involving independent research. Topics differ each year and will be announced ahead of time. Senior standing as a minor or special major in environmental studies or permission of the instructor required.

Staff

460 Individualized Study - Research Independent investigation of an environmental topic of interest to the student. In conjunction with a faculty member, the student will usually define a research question and collect data to test a hypothesis. Such work may be done in the laboratory or field or with a computer database. A substantial paper will be written and presented orally. Studio, performance, and writing projects may also be appropriate individualized study activities. Senior standing as a minor or special major

in environmental studies or permission of the instructor required.

Staff

French

Professor Viti

Associate Professors Gregorio, Michelman, A.

Tannenbaum (*Chairperson*), and Richardson Viti

Assistant Professor Arey

Instructors Blin-Daniel and Perrotta

Adjunct Assistant Professor Exton

Teaching Assistant Brunel

Overview

Foreign language study not only teaches students much about their native tongue, but also introduces them to another people's language, literature, and customs. This awareness of cultural and linguistic relativity is one of the hallmarks of a liberal education.

Introductory French courses develop students' skills in spoken and written French and acquaint them with the literature and culture of the French-speaking world. Language laboratory work is mandatory for all beginning students. With emphasis on oral/aural proficiency, it complements classroom instruction in the language.

Advanced language allows the student to reach the higher level of mastery in French required in more specialized study and usage. In the more advanced literature and civilization courses, students study French writing and culture in greater depth, thereby gaining considerable knowledge of and insight into France's past and present achievements in all fields of endeavor. Majors (and, indeed, non-majors as well) are moreover encouraged to study abroad, either in the College-sponsored programs at the Université de Haute Bretagne in Rennes or at the Institute for American Universities in Aix-en-Provence, or in another approved program, as an inestimable enhancement to their understanding of the country, its people, and its language. When students choose the College-sponsored course of study in Rennes or Aix, both credits and grades are transferred and financial aid may be applied to participation in the program.

Students specializing in French will find that their major studies, in addition to their humanistic value, afford sound preparation for graduate study and for careers in teaching or interpreting. A knowledge of French will also be invaluable to them in the fields of international business and government as well as

social work. *All courses offered in the department are conducted in French.*

Requirements and Recommendations

The French major curriculum is made up of *two sequences*:

- 1) A group of *five* required courses — 301, 302, 307, 308, 309 — which, unless there is a valid basis for exception, should be taken first and *in the order presented above* (although 307 may be taken simultaneously with 302 or 308);
- 2) A set of *four* electives chosen from among the other departmental offerings on the 300 and 400 levels.

All majors, especially those planning study abroad, are urged to take 311 or 312 or both, if possible. Students planning on certification in secondary education must take French 311 and a phonetics course, either French 303 or a course in a program abroad; they are urged to take French 312 as well. Individualized study may be taken only once as part of the minimum requirements for the major. These requirements may be waived in special cases at the discretion of the department. Majors are encouraged to study in a French-speaking country, although this is not a departmental requirement. All majors must take at least one course within the department during their senior year.

Requirements for a minor in French involve a total of six courses. For students who begin in the 101-102, 103-104, or 201-202 sequences, 202 will count toward the minor. In addition, students must take 205, 301-302, and *two* additional courses, of their choice, above 302.

Students who begin in 205 must take, in addition, 301-302 and *three* other courses above 302.

Students who begin on the 300 level must take 301-302 plus *four* additional courses above 302. As with the major, courses taken abroad may be counted toward a minor, subject to the approval of the department chairperson.

Students contemplating a minor in French should register with the department chairperson and be assigned a minor adviser.

French 307 is a prerequisite for majors and minors for all *literature* courses above the 205 level (however, students may take 307 simultaneously with either 302 or 308).

Students who have completed the language requirement and who wish to continue in French, but do

not contemplate either a major or minor, may take 205, 301, 302, 307, 308, or 309. Permission of the department chairperson is required for entry into all other courses.

Prior to their first registration at the College, all students receive preregistration materials which give detailed instructions on language placement and fulfilling the distribution requirement in foreign languages. The following courses fulfill the distribution requirement in literature: French 205, 307, 308, 309, 318, 321, 322, 326, 327, 328, 331, and 400 where appropriate.

Distribution Requirements

The distribution requirement in foreign languages may be fulfilled by successful completion in French of 201-202 or 205. The equivalent of intermediate achievement may be demonstrated by an advanced placement examination or the Departmental Placement Examination given during the First Year Orientation. *No student may continue French at Gettysburg unless he/she has taken the Departmental Placement Examination.* French 205 satisfies both the foreign language requirement and the literature requirement. This course emphasizes intensive reading of complete works of literature for comprehension and analysis of style. Students who qualify and choose this alternative should have adequate preparation in reading French prose. A student who shows unusual proficiency in 201 may, with the consent of the department chairperson, take 205 and thereby fulfill the language and literature requirements. French 331 fulfills the distribution requirement in non-Western culture as well as in literature.

Special Facilities

Language Laboratory in Musselman Library/Learning Resources Center.

Special Programs

See Study Abroad, C.I.E.E. Program at the Université de Haute Bretagne, Rennes, France and Institute For American Universities Program in Aix-en-Provence.

La Maison Française (The French House)

Students may elect to live in this separate residential unit staffed by a native-speaking assistant. French is the principal language spoken in the house and residents help plan and participate actively in various French cultural activities on campus (see *Other Activities* below).

Other Activities

The department and La Maison Française sponsor various activities and organizations such as the weekly French table in the Dining Hall, the Cercle Français (French Club), French films, and lectures.

101 French for Beginners Elements of speaking, reading, and writing French. Language laboratory usage is required. Enrollment limited to those who have not studied French previously. A student may not receive credit for both 101 and 103. Upon successful completion of 101, students continue in 104.

Staff

103-104 Elementary French Fundamentals of speaking, reading, and writing French. Language laboratory usage is required. Enrollment limited to those who have previously studied French and who are enrolled according to achievement on the Departmental Placement Examination. A student may not receive credit for both 101 and 103.

Staff

201-202 Intermediate French Grammar review and practice in oral French in the fall semester, with stress on reading and written expression in the spring. Contact with French culture is maintained throughout. Enrollment limited to those who have previously studied French and who have completed 101-104 or 103-104, or who are enrolled according to achievement on the Departmental Placement Examination. Successful completion of 201 is a prerequisite for entry into 202.

Staff

205 Readings in French Literature Two objectives of skill in reading French prose for comprehension and reading a significant amount of French literature of literary and cultural merit. This course differs from French 201, 202 in that it emphasizes reading for comprehension of content. Enrollment limited to those who have previously studied French and who are enrolled according to achievement on the Departmental Placement Examination. Offered both semesters.

Staff

301, 302 French Structure, Composition, and Conversation Applied grammar and syntax at an advanced-level; exercises in directed and free composition; group discussion and presentation of individual oral work. Extensive use of film. Offered

every year. Required of all majors/minors.

Staff

303 Phonetics and Diction Phonetic theory, practice, and transcription. Intensive training in pronunciation and diction. Intended for majors/minors prior to foreign study. Alternate years.

Ms. Tannenbaum

304 Advanced Stylistics Intensive practice in the refinement of writing skills directed towards a sophisticated and idiomatic use of the language. Components of course work include composition, translation, comparative stylistics, French for use in commercial and other correspondence, and work in the spoken language. *Prerequisites:* French 301-302. Offered every year.

Staff

307 Approaches to Literary Analysis Reading and analysis, in their entirety, of representative selections of prose, poetry, and theatre. This course aims to introduce students to interpretive strategies, and to make them more aware of and competent in the art of reading. *Prerequisite:* French 202 or equivalent. Required of all majors. This course is a prerequisite for all literature courses on the 300 level for both majors /minors. Offered both semesters.

Staff

308, 309 Masterpieces of French Literature: Middle Ages to 1789; 1789 to Present A survey of French literature in two parts, through reading and discussion of complete works of some of France's most outstanding authors. Although major emphasis will be placed on the study of these masterpieces, the broad outline of French literary history, styles, and movements will also be covered. *Prerequisite:* For 309, French 307 or equivalent (307 and 308 may be taken simultaneously). Required of all majors. Offered every year.

Staff

311 French Civilization I Study of French history from the time of the Gauls to 1945, as seen through such cultural manifestations as literature, cinema, and the arts. Focus is on specific areas of historical interest (the age of Louis XIV, the Revolution, etc.) in a chronological framework. *Prerequisite:* French 301 or equivalent. Alternate years.

Staff

312 French Civilization II Study of French history and contemporary culture from 1945 to the present, as seen through multiple cultural manifestations (journalism, cinema, the arts, television, etc.). Emphasis is on contemporary lifestyles and attitudes,

politics and culture. *Prerequisite:* French 301 or equivalent. Alternate years.

Staff

318 Literature of the Middle Ages and the Renaissance Study of early French literary texts: epic poems, lyric poetry, plays, and romances; sixteenth-century prose and poetry. *Prerequisite:* French 307 or equivalent. Alternate years or every third year.

Staff

321 Seventeenth-Century Theatre French drama, comedy, and tragedy of the classical period. Corneille, Moliere, and Racine. *Prerequisite:* French 307 or equivalent. Alternate years.

Mr. Gregorio

322 Eighteenth-Century French Literature An examination of the Age of Enlightenment through lecture and discussion of representative works of fiction, non-fiction, and theatre by such authors as Voltaire, Diderot, Rousseau, and Beaumarchais. *Prerequisite:* French 307 or equivalent. Alternate years.

Ms. Tannenbaum

326 Nineteenth-Century Prose Fiction Reading and analysis, through lecture and discussion, of nineteenth-century novels and short stories of such major authors as Constant, Hugo, Sand, Stendhal, Balzac, Flaubert, Maupassant, and Zola. *Prerequisite:* French 307 or equivalent. Alternate years.

Mr. Viti

327 Contemporary French Theatre A study of major trends in modern French drama: surrealism, existentialism, the absurd. *Prerequisite:* French 307 or equivalent. Alternate years.

Ms. Richardson Viti

328 Contemporary French Novelists and Their Craft A study of representative works by major twentieth-century French novelists from Gide, Proust, and Colette to Butor, Duras, and Robbe-Grillet. *Prerequisite:* French 307 or equivalent. Alternate years.

Ms. Richardson Viti

331 La Francophonie A survey of the imaginative literatures of such French-speaking countries and areas as Africa north and south of the Sahara, Canada, Vietnam, the West Indies, Louisiana, and others. Aside from their intrinsic literary worth, the selections will afford a perception of the impact and adaptation of French language and culture among widely diverse populations of the world. Alternate years. Fulfills the distribution requirement in non-Western culture. *Prerequisite:* French 307 or equivalent.

Mr. Michelman

400 Seminar An intensive study of a particular aspect of French literature, civilization, or culture to be determined by the instructor. Past offerings include *The Art of Emile Zola*, *The Image of Women in French Literature: A Feminist Perspective* and *The Gaze and Self-Image in French Film, 1959-89*.

Prerequisites: Senior or Junior majors/minors; permission of the instructor and approval of department chairperson. Offered every spring.

Staff

Individualized Study Guided readings or research under the supervision of a member of the staff.

Prerequisites: Permission of the instructor and approval of the department chairperson.

Staff

German

Associate Professors Armster (*Chairperson*), Crouner, McCardle, and Ritterson
Teaching Assistant Grube

Overview

For the German Department at Gettysburg College, learning German is more than learning a language. The German program offers a wide range of courses so that the student of German can become proficient in understanding German literature, history, art, and politics in the context of modern society. At all levels, we encourage the partnership between the study of Germany's historical and cultural development, and the study of its language.

Courses are offered at all levels, from beginning to advanced, for majors and non-majors. We encourage all of our students to study on our semester program in Cologne, Germany. On this program, students live with German families, participate in weekly excursions, and study German language, art, political science, literature, and history under the direction of a faculty member and resident German faculty. In addition, qualified students may study on a junior-year program at a German university.

Our resident German assistant and our co-curricular activities — films, visiting lecturers, excursion to cultural centers in Washington and Baltimore, weekly German table, German Club — all foster a close working relationship between the students and the faculty. German television broadcasts are received by our campus-wide satellite system, and aside from the library subscriptions to important journals and newspapers, the department itself maintains subscriptions to newspapers and magazines and a

collection of source material for use by the students and faculty.

Requirements and Recommendations

German 202 or equivalent proficiency is considered a prerequisite to all higher-numbered German courses, unless specified otherwise.

Major Requirements. A major consists of a minimum of nine courses beyond the intermediate language level, including 301 (or 303-304), 305 and 306; 311, 312; and two courses from those numbered 328, 331, 333, 335, or 325 in Cologne. Majors preparing to teach German in secondary schools must also take Education 304, Techniques of Teaching and Curriculum of Secondary German (does not count toward German major). No more than three courses taken in Cologne may count toward the major.

Majors must spend at least one semester studying in an approved program in a German-speaking country. Majors who take a study abroad program may count no more than six of those courses toward the major and must take at least two German courses in their senior year.

Majors who, by the end of the junior year, have not demonstrated a satisfactory level of competency in the reading, writing, speaking, and listening comprehension of German, as determined by the department's staff, will be assigned such additional work as considered necessary and appropriate to the attainment of such competency by the end of the senior year.

Minor Requirements. A minor is offered in German. For students beginning at 202 or below, the German minor consists of 202 (or equivalent intermediate course work in Cologne), 301, (or equivalent advanced course work in Cologne), and four additional courses. For students beginning at the 301 level, the minor consists of 301, (or equivalent advanced course work in Cologne) and five additional courses. No more than three courses taken in Cologne may count toward the minor.

Distribution Requirements

The distribution requirement in foreign language may be satisfied by completion of German 202 or any 300-level course.

Any of the following courses may be used to fulfill the distribution requirement in literature: German 120, 306, 325, 328, 331, 333, 335. German 311 or 312 may be used to fulfill the distribution requirement in the

area of history/ philosophy. With the consent of the history department, these same courses may be counted toward a history major.

Special Programs

Fall Semester in Cologne, Germany

Every fall semester students are invited to participate in the semester study abroad program co-sponsored by the Pennsylvania Colleges in Cologne consortium.

This program is open to all students, sophomore through first-semester senior, regardless of major, who have completed a minimum of one year of college German or the equivalent. The student registers for the normal course load (4-5 courses). Two courses are German language courses from the following offerings:

- 203, 204 Intermediate German;
- 303, 304 Advanced German.
- 325 German Literature since 1945

The other courses are taught in English from the areas of political science, history, art history, and literature and may satisfy distribution and/or major/minor requirements in those areas. These include the following:

- | | |
|-----------|---|
| Art Hist. | 215 German Art from the Middle Ages to Today |
| History | 217 History of Germany from 1815 to the Present |
| Pol. Sci. | 273 Political System of Germany |
| German | 121 German Literature since 1945 |

Credit for the two German courses is for the 200 or 300 level and constitutes the completion of the language requirement. Students live with German families as regular members of the family. Regular Gettysburg College tuition, room and board cover all but personal expenses.

Junior Year Abroad

Qualified students are encouraged to study abroad one or both semesters of their junior year. Students can choose from programs administered by American institutions at universities in Munich, Freiburg, Marburg, Heidelberg, Bonn, and elsewhere (see Study Abroad).

German House

Students may elect to live in a specially designated area of a residential unit staffed by a native German assistant. The use of the German language is promoted, and residents help plan and participate actively in various German cultural activities on campus.

German Language

101, 102 Elementary German Essentials of grammar,

composition, pronunciation. Course includes oral and written work, graded elementary reading, and use of audiovisual cultural materials and correlative drill in the language laboratory. Prepares for German 201, 202.

Staff

201, 202 Intermediate German Continuation of the work of German 101, 102. Progressively more difficult reading is selected to introduce the student to German literature and civilization. Course includes use of audio-visual cultural materials and correlative drill in the language laboratory. *Prerequisite:* German 102 or its equivalent.

Staff

301 Advanced German Designed for advanced work in the language and intended for students who have successfully completed at least German 202 as well as for qualified incoming students. Intensive practice in developing oral communications skills, listening comprehension and written expression. Conducted in German

Staff

German Culture Studies

305 Introduction to German Studies Introduction to the German major through the study of cultural, social, economic, and political developments in postwar Germany from division through reunification. Comparison of the Federal Republic and the former German Democratic Republic. Extensive use of critical/analytical readings, memoirs, literature, film, newspapers/magazines, and German television via satellite. Conducted in German with additional language practice integrated into the course. Oral reports and short papers. *Prerequisite:* German 202 or its equivalent. This course is required of all German majors.

Staff

311 Survey of German Culture, Origins to 1790

Study of German cultural history from its origins to the Age of Romanticism, including such topics as the Germanic tribes, the medieval dynasties, the romanesque, gothic and baroque styles, the Reformation and the Age of Absolutism. The aim is to deepen the student's understanding of and interest in the culture of the German speaking peoples and their major contributions to the world's cultural heritage. Conducted in German. *Prerequisite:* German 301, its equivalent, or permission of the instructor. Satisfies the distribution requirement in the area of History/Philosophy.

Staff

312 Survey of German Culture, 1790-1945 Study of the cultural history of the German people from the Age of Romanticism through the end of World War II, within the context of major social, political, and economic developments. The goal of the course is to understand the creative spirit in nineteenth- and twentieth-century German speaking countries, and to appreciate their major contributions to the world's cultural heritage. Conducted in German. *Prerequisite:* German 301, its equivalent, or permission of the instructor.

Staff

German Literature

120 German Literature in Translation Critical analysis and appreciation of form and content of representative German literary masterpieces, selected from the literary periods from the Middle Ages to the present, together with an examination of the times and cultural circumstances which produced these works. Does not count toward a major in German. This course is accepted in fulfillment of the distribution requirement in literature.

Staff

306 Interpreting German Literature An introduction to the development of German literature, and an introduction to how we read and comprehend literary prose, poetry, and drama, both for their intrinsic qualities and for a clearer understanding of their place and time. This course aims to develop a sense for the art of reading, interpretive strategies for literary study, and a valid basis for the appreciation and judgment of literature. Students will read, discuss, and write about literary texts in various genres and from various historical periods. Conducted in German. *Prerequisite:* German 202 or equivalent. This course is required of all German majors and is a prerequisite for all higher-numbered literature courses. It is accepted in fulfillment of the distribution requirement in literature. Offered every year.

Staff

328 Goethe's Faust Intensive reading and analysis of the work in class. Lectures and discussions highlight its aesthetic, moral, and ethical values and autobiographical significance, together with an examination of its modern cultural implications. Outside reading and reports. Conducted in German. *Prerequisite:* German 306 or permission of the instructor.

Staff

331 Narrative Literature A course in German prose narrative, represented primarily in writings from the early eighteenth century to the present. Works read

will reflect particularly the development of German narrative since the emergence of the modern novel and Novelle. Readings are in German; the course is conducted in German. *Prerequisite:* German 306 or permission of the department.

Staff

333 Lyric Poetry A study of German Lyric poetry from the earliest examples to the works of contemporary poets. Class discussions of the readings will concentrate on the interrelations of form, content, and idea. The course will also consider the historical place of works by major figures. Readings are in German; the course is conducted in German. *Prerequisite:* German 306 or permission of the department.

Staff

335 German Drama Reading and critical analysis, through discussion and lecture, of representative dramas from the eighteenth century to the present. Included may be works by Lessing, Schiller, Goethe, Kleist, Büchner, Hebbel, Hauptmann, Brecht, Dürrenmatt, Frisch, Braun, Hacks, and others. Readings are in German; the course is conducted in German. *Prerequisite:* German 306 or permission of the department.

Staff

400 Seminar Intensive study of selected aspects of German language, literature, and civilization through reading, discussion, and oral and written reports. Topics will be selected with a view to affording students an opportunity to strengthen their knowledge in the areas not covered in their other course work in the department. Conducted in German.

In Cologne:

325 German Literature since 1945 Study of the literature of German-speaking countries from the end of World War II to the present. This course introduces students to authors and genres representing important literary currents and historical developments of the postwar era. Conducted in German

Individualized Study Guided reading or research under the supervision of a member of the staff. *Prerequisite:* Consent of the department.

Health and Physical Education

Associate Professors Biser (*Chairperson*), Claiborne, Donolli, an Reider

Adjunct Instructors Cantele, Cookerly, Ford, Lindsey, Perna, B. Streeter, C. Wright, and Petrie.

Coaches: Campo, Condon, Daly, Drexel (*Women's Coordinator, Assistant Athletic Director*), Janczyk, Kirkpatrick, Petrie, Pfitzinger, Rawleigh (*Assistant Athletic Director*), Schmid, Streeter, Wilson, Winters (*Director of Intercollegiate Athletics*), Wawrousek, C. Wright (*Director of Campus Recreation*), D. Wright (*Assistant Athletic Director*).

Overview

The Department of Health and Physical Education is in harmony with the purposes of our liberal arts institution and our philosophy is a holistic one. We believe in the Greek ideal of "a sound mind in a sound body." The College stresses the individual need for total fitness for all students through our required courses. Our majors' courses offer those students with a particular interest in health and physical education a rewarding and well rounded educational and life experience.

A major in health and physical education (HPE) is an excellent preparation for specific areas such as state-approved teaching certification in health and physical education (K-12), certification in athletic training, and allied health careers. With proper course selection, students can qualify for post graduate work in allied health fields such as physical, occupational, and recreational therapy. The College has recently entered into an agreement with Hahnemann University Graduate School for early acceptance of selective Gettysburg graduates who meet the criteria for admission into the entry-level Master's Degree Program in Physical Therapy.

Requirements and Recommendations

All HPE majors must satisfy all of the College distribution requirements. Psych. 101 and Soc. 101 are the preferred social science courses. Biology 101 and 102 and/or 112 are required of all students in the major and should be taken during the first year of college. Biology 112 is strongly recommended for students interested in Physical Therapy.

Majors in HPE are required to complete seven core courses plus courses in an area of concentration. The seven core courses are as follows: HPE 112, 209, 210, HPE 214, 218, 309, and 320. In addition to taking the

core program, all HPE majors will select an area of concentration, and complete the courses specified.

a) *Allied Health Science Track*: Each student will be required to take the following courses: HPE 101, 102, 201, 202, 310, 415, 449, Math 107 or HPE 332 and Chemistry 101, 102 and/or Physics 101, 102. Those students considering graduate work in Physical Therapy should take Chemistry 111, 112 (Instead of Chemistry 101, 102) and in consultation with the Department Chair of HPE should consider taking HPE 211, BIO 224, 309, and Chemistry 203, 204. For those students wanting NATA certification, HPE 361 is required, and either HPE 211 or HPE 230.

b) *Teacher Education Track*: For the student graduating in the teacher certification program (K-12) elementary and secondary teacher education, the following courses must be scheduled: HPE 101, 201, 202, 301, 302, 211, 230, 332, and Education 201, 209. In order to complete teacher certification education 303, 304 and 476 must be completed. (See listings and requirements in the education department and under teacher education programs in this catalog).

Faculty advisers are available to help in counseling, but students have the sole responsibility for meeting all major requirements. It is important to declare the HPE major early in the four year curriculum, as failure to do so often means an additional semester or two to complete the program.

The department strongly recommends that all HPE majors complete an internship in order to gain practical experience and insights into a specified area of interest in the field. Internships may be taken during the summer months or during the regular academic year. Applied experiences may be arranged in such settings as sports medicine, physical therapy, adult fitness, cardiac rehabilitation, sports administration, or sports management. Grading is contracted between the student and the faculty sponsor on an A-F or S/U basis and is determined by the sponsor and the cooperating internship supervisor.

It is highly recommended that each student participate in our intercollegiate program in one of the following levels: player, trainer, manager, student coach, laboratory assistant, or sports information. The above participation is to be accomplished once each year that the student is enrolled in the program.

Distribution Requirements

For non-majors in health and physical education the

half credit course in wellness and one quarter credit course in fitness/recreational skills activities in health and physical education are required for graduation. These courses are graded only on an S/U basis. The wellness class must be taken during the first term of enrollment.

- HEALTH/ WELLNESS

HPE 107 - Wellness Lifestyles This course looks at the individual from an emotional, intellectual, occupational, physical, social, and spiritual perspective. Emphasis is on self-responsibility in living a wellness lifestyle.

- FITNESS/ RECREATIONAL SKILLS ACTIVITIES

FITNESS ACTIVITIES

Basic Karate
Body Conditioning (Aerobics, Anaerobics, Weight Training)
Aerobics
Fitness Swim
Intro-To-Dance**
Running & Jogging (Self-Paced)
Water Polo
(These courses are designed to improve cardio-respiratory fitness).
**Requires Extra Fee

RECREATIONAL SKILLS

Activities for Children
Archery
Badminton
Basketball
Beginner's Swim
Golf
Horsemanship**
Indoor Lacrosse
Indoor Soccer
International Games
Lifeguarding**
Racquetball**
Scuba**
Skiing**
Softball
Tennis
Volleyball
Water Polo
(These activities are designed for the development of teaching Life Time Skills).
**Requires Extra Fee

Students may choose to satisfy the Fitness/Recreational Skills Activities by HPE 161, Contracts (Individualized Program).

Students who are unable to participate due to medical reasons in the regular programs should enroll in HPE 106, Adapted Physical Education, which can be substituted for courses in any skill except HPE 107, Health/Wellness.

101, 102, 201, 202, 301, 302 Major Skills Skill development and methods and techniques of class organization and instruction for the following physical education activities: lacrosse, field hockey, wrestling, swimming, gymnastics, folk-square-social dance, baseball, softball, tennis, aerobics, conditioning, weight-training badminton, elementary school teaching, golf, archery, soccer, speedball, elementary-junior high-senior high games and recreational activities, basketball, volleyball, and track and field. This course is for health and physical education major students. 1/4 course each.

Staff

112 Foundations of Health Physical Education, and Recreation Introductory study of the development of health, physical education, and recreation programs from historical, philosophical, and contemporary perspectives. Special emphasis will be placed on current controversial issues existing in physical education and athletics, as well as on the diversity of career options available within the allied health sciences.

Ms. Claiborne

209 Human Anatomy An introductory course in human anatomy. Systems of the body will be examined with emphasis placed on the integration of structure and function. Topics covered in laboratory and lecture will be cells, connective tissues, skeletal system, muscle tissue, nervous system, special senses, and circulatory system. *Prerequisites:* Biology 101, 112.

Mr. Biser

210 Human Physiology Systems of the body will be studied with emphasis on the integration of structure and function. Topics include endocrine regulation, respiration, nutrition, metabolism, fluid electrolyte and pH balance, reproduction, development/inheritance, and the digestive and urinary systems. Three class hours and laboratory. This course is designed specifically for students entering fields of allied health. *Prerequisites:* Biology 101, 112.

Mr. Biser

211 Personal and Community Health A critical look at the relevant health issues of this decade. Careful inspection of data concerning frogs, human

sexuality, marriage and family living, old age, pollution, etc. is included along with the examination of the relationship of personal health problems to the community at large. *Prerequisites:* HPE 209, Biology 210 or permission of the instructor.

Mr. Reider

214 Sports Medicine Prepares the prospective coach for the prevention and care of injuries. Course includes instruction about protective equipment, safety procedures, and facilities, as well as preparation of the athlete for competition, emergency procedures, post-injury care, and medical research related to training and athletics. Material in the official Red Cross Standard and Advanced First Aid courses will be given and certificates can be earned. Practical work covered includes massage, taping, bandaging, and the application of therapeutic techniques.

Mr. Biser, Mr. Cantele

218 Kinesiology Study of voluntary skeletal muscles, in regard to their origins, insertions, actions, and interrelationships with the body systems, with particular emphasis on the importance of wholesome body mechanics. *Prerequisite:* HPE 209 or permission of instructor.

Mr. Donolli

230 Nutrition and Performance An investigation into the area of human nutrition, focusing upon the nutrients and factors which affect their utilization in the human body. Emphasis will be placed upon the effects of the various nutrients on fitness and athletic performance. Topics such as nutritional quackery, weight control, and pathogenic practices among athletes will be addressed. *Prerequisite:* Biology 101.

Ms. Claiborne, Dr. Shirley Lindsey

240 Sport Psychology Study of the principles and concepts used in sports psychology. The topics of personality and the athlete, success strategies of performance, and motivational theories will be covered in depth. A history of sports psychology and the psychology of play and competition will also be stressed. *Prerequisite:* Psychology 101.

Mr. Janczyk

309 Physiological Responses to Endurance

Training Serves to acquaint the student with the physiological mechanisms that are involved in circuit, interval, and aerobic type endurance training. The physiology of cardio-respiratory and muscular responses will be covered. The students will be involved in practical application of the training methods studied. A pre-exercise and post-exercise test

of significant endurance responses will be administered to each student.

Mr. Petrie

310 Principles and Techniques of Adult Fitness

Designed for students to gain an understanding of exercise prescription for healthy adults and for those with coronary heart disease risk factors. Standard fitness testing techniques will be demonstrated in supplemental laboratory sessions. All exercise testing and prescription considerations will be taught in accordance with guidelines established by the ACSM. *Prerequisite:* HPE 309 or permission of the instructor.

Ms. Claiborne

320 Adapted Physical Education and Health

Inspection provides instruction and experience in the health inspection and observation of the school environment and of school children. Specific abnormalities of people are studied, and exercises are adapted for individuals to allow more complete personality and physical development through activity. A laboratory experience will allow students to gain first-hand experience in working with a handicapped person. *Prerequisites:* HPE 209, 218, Biology 210, or permission of the instructor.

Mr. Rawleigh, Mr. Reider

332 Measurement and Evaluation in Health and Physical Education

Concentration on test preparation in the cognitive, psychomotor, and affective domains; application of measurement and evaluation optics; analysis of data through the use of computers; and participation in field experiences with standardized testing. Laboratory activities will acquaint students with testing situations and procedures in measuring the parameters of health and physical education.

Mr. Reider

361 Sports Medicine II An in-depth look at sports injury evaluation, treatment protocol, and rehabilitation programs. Basic first aid, CPR, and taping procedures are assumed. Comparison and analysis of facilities, modalities, and treatment/rehabilitation programs will be accomplished. Professional interaction with doctors and other allied health field professionals is required. This course is required for qualifications to sit for the N.A.T.A. Certification exam. *Prerequisites:* HPE 209, 214, Biology 210.

Mr. Donolli

415 Advanced Exercise Physiology An in-depth study of various factors affecting human performance, with emphasis on regulation of various bodily

functions at rest and during physical activity. Laboratory activities will acquaint the student with equipment and testing procedures used in measuring physiological parameters. *Prerequisite:* HPE 309.

Ms. Claiborne

449 Introduction to Research Provides a theoretical basis for conducting, interpreting, and analyzing research in physical education and exercise science. The course focuses upon problem identification, project planning and instrumentation, and data collection which result in a written senior thesis presented to HPE faculty. *Prerequisite:* HPE 332 or Math 107 or permission of the instructor.

Ms. Claiborne

464 Honors Thesis Will provide an opportunity for selected senior HPE majors to conduct an original research investigation under the direction of a thesis committee. Upon completion of a formal thesis, each student will orally present the nature and results of the study to the entire HPE staff. Successful completion of the program will entitle the student to receive credit for one course which can be applied toward the HPE major. *Prerequisites:* HPE 449 and by invitation of the department only.

Staff

Requirements for a minor in Health and Physical Education Requirements for a minor in health and physical education involve a total of six courses. Students must meet the prerequisite in the natural sciences by completing Biology, 101, 102, or 112. The following five courses are required: HPE 209, 214, 218, 309 and Biology 210. The student may choose one course from the remaining to complete the minor: HPE 230, 241, 310, 332, 361, 415, or 449.

History

Professor Boritt

Associate Professors Birkner (*Chairperson*), Chiteji,

Fick, Forness, and Stemen

Assistant Professors Clay, Fay, and Whitman

Overview

The department aims to acquaint students with the concept of history as an organized body of knowledge and interpretation which shapes "the memory of things said and done." Mastery within this broad field provides an appreciation of history as literature, an understanding of our heritage, and a perspective by which one may thoughtfully evaluate our own time. Through classroom lectures and discussions, an introduction to research, and seminars, the

department encourages the student to develop as a liberally educated person. Courses which the department offers help prepare students for graduate study and for careers in teaching, law, the ministry, public service, business, and other fields.

Requirements and Recommendations

Requirements for a major are ten courses, including History 109, History 300 (in the sophomore year), and one of the senior research seminars. All majors must pass at least four additional 300 level courses chosen from at least two of three groups: American, European, or Asian history. Senior research seminars, numbered 402 to 414, are normally restricted to history majors, for whom one is required. A selection from the list of seminars is offered each year. They provide students with an opportunity to work in small groups with a member of the staff in research upon a selected topic. Typically participants are expected to engage in reading, discussion, oral reports, writing of formal papers based on individual research, and critiques of each other's work. The minor in history consists of six history courses, of which no more than two may be at the 100-level and at least two must be at the 300-level. One course may be from the list of courses from other departments listed below that count toward the major. No courses taken S/U may be included.

Greek 251 (Greek History) and Latin 251 (Roman History) may be counted toward the ten-course requirement for the history major. A student who has declared a double major in history and a modern language may, with special permission from the chairperson of the department of history, count one of the following courses toward the ten-course requirement for the history major (but not toward the 300-level requirement): French 311, 312; German 211, 212, 213; Spanish 310, 311.

Distribution Requirements

All courses except History 300 are acceptable toward fulfilling the distribution requirement in history/philosophy.

The following courses meet the distribution requirement in non-Western culture: 221, 222, 227, 228, 271, 272, 321.

109 Introduction to World History An overview of world history to the twentieth century. This course identifies separate and interconnected old orders and great traditions of the world before 1400 A.D. and then investigates major transformations of world history from the fifteenth through the twentieth

century. It focuses upon ideas, technologies, and economic imperatives that have shaped political, social, and cultural change.

Staff

110 The Twentieth-Century World Historical change in the global setting from the ascendancy of the pre-First World War empires to the present. Topics include technological development, imperialism and decolonization, world wars, political revolutions, social and economic forces, and the reshaping of thought and the arts in the diverse cultures of humanity. *Prerequisite:* History 109, Introduction to World History.

Staff

182 Lincoln A seminar limited to fifteen first year students. Emphasizes the Civil War, Gettysburg, black freedom, politics, statesmanship, family history, mythology, and the uses of history.

Mr. Boritt

203, 204 History of England Surveys English history from the Anglo-Saxon invasions to the present, emphasizing institutional, social, and cultural developments. Some attention is given to Ireland, Scotland, and the overseas empire. The dividing point between the two courses is 1603.

Mr. Fick

205 The Age of Discovery A study of maritime exploration and discoveries of the Portuguese, Spanish, English, and French, and the geographical and technological bases for them, concentrating on the period 1400 to 1550. Attention is given to settlement of the newly-discovered lands, to the indigenous cultures, and to European perceptions of the Americas.

Mr. Fick

209 Women's History since 1500 A survey of the main themes in women's history since 1500, drawing on a comparative approach to incorporate European and American materials. Three roughly equal sections will take up work, sexuality, and gender in politics.

Ms. Fay

215, 216 History of Russia Survey of the major political, social, economic, and intellectual trends in Russian history. The first semester begins with the earliest Russian state and ends with the reign of Catherine the Great. The second semester covers the years from 1801 to the present.

Ms. Clay

221, 222 History of East Asia A survey of East Asian civilizations to approximately 1800 in 221, and of East

Asian political, social, and intellectual developments since the Western invasions of the nineteenth century in 222.

Mr. Stemen

IDS 227, 228 Civilization of India Course description included under inter-departmental studies.

Ms. Powers

233 Mission, Destiny, and Dream in American History An introduction to American history from the seventeenth century to the present by focusing upon the intertwining themes of the American people's belief in their unique mission and destiny in the world and their dream of creating a just and prosperous society. Students will probe the varying manifestations of these themes through major events and movements in American social, economic, and cultural life and in politics and diplomacy.

Mr. Forness

236 Urbanism in American History An introduction to American history from the perspective of urbanism. Beginning with the colonial town and continuing to the megalopolis of the late twentieth century, students will investigate the nature of urban life and its influence upon the course of American development.

Mr. Forness

238 African American History: a Survey Focuses on aspects of the African American experience from the seventeenth century to the present; special attention will be given to the slave experience; emancipation and reconstruction; racial attitudes; the northward migration of African Americans in the twentieth century; and the Civil Rights movement of the 1950's and 1960's.

Mr. Birkner and Mr. Whitman

239 Architecture and Society in Nineteenth-Century America A study of American architecture from the neo-classic developments of the late-eighteenth century to the work of Frank Lloyd Wright and his contemporaries at the beginning of the twentieth century, focusing upon relationships between architectural styles and the changing social, economic, and technological factors that influenced American culture.

Mr. Forness

246 Slavery and Emancipation in Atlantic Societies Comparative study of slavery and emancipation in U.S., Cuba, British West Indies, and Brazil. Examines rise of slave societies in the 17th and 18th century, their destruction in the 19th century, and impact of emancipation on African American life and culture.

Focuses on why emancipation occurred without warfare, except in U.S. and Haiti.

Mr. Whitman

271, 272 African History and Society A study of the major themes and events in African history from the pre-colonial era to the present. The first semester covers traditional societies, state formations, Africa's relationship to the world economy, and European exploration and conquest. The second semester examines the events and processes leading to the colonization of Africa and subsequent changes in African societies under colonial rule, the ways in which Africans responded to challenges of colonialism, the rise of African nationalist movements, and post-colonial socioeconomic and political experiments.

Mr. Chiteji

278 History of the Middle East Surveys Middle Eastern history from the emergence of Islam to the present. The course focuses on the major political, economic, social and cultural trends in Middle East history.

Ms. Fay

300 Historical Method A course designed for history majors which introduces the student to the techniques of historical investigation, deals with the nature of history, and examines the relation of history to other fields of study. *Prerequisite:* Two courses in history.

Mr. Birkner

307 Gender, Sexuality and Empire Studies women and Empire and the relationship between imperialism and gender, sexuality and power. The course focuses on women who lived under imperial domination, as well as Western women who were part of the imperial elite.

Ms. Fay

310 Crisis and Consolidation: Early Modern France 1515-1750 An examination of major themes in French social, economic, and cultural history from the reign of Francis I and the emergence of the Renaissance state to the Revolution with its sweeping away of the order associated with that state. The course will concentrate on the changing social and economic structures of the period as well as on the contemporaneous evolution of "popular" and political culture.

Ms. Fay

311, 312 Medieval Europe A survey of the period from the breakdown of Roman institutions in the

West to about 1050, with special emphasis on the role of the Church, the Carolingian age, the Viking invasions, the establishment of the German Empire, and the beginnings of the struggle between Empire and Papacy. History 312 deals with the central theme of the rise of a distinct medieval civilization and the emergence of the Western monarchies. Offered alternate years.

Mr. Fick

313 Renaissance and Reformation Beginning about 1300, treats the gradual decline of medieval civilization, the major theme being the transition from "medieval" to "modern." It ends about the middle of the sixteenth century with the establishment of Protestantism and the strong movement of reform within the Roman Church. Offered alternate years.

Mr. Fick

314 Age of Absolutism Beginning with the sixteenth-century wars of religion, continues with a study of the Habsburgs' failure to dominate Europe, the Thirty Years' War, the emergence of France to predominance, the development of the absolute state and "enlightened despotism," the rise of new powers by 1700, and economic, cultural, and social developments. Offered alternate years.

Mr. Fick

316 Transformation of Nineteenth-Century Europe An exploration of the major dual transformation in modern history—the industrial and democratic revolutions. The course will explore the waves of economic and political change that Europe experienced, as well as some of their social and cultural consequences. Through readings students will travel to the Crystal Palace Exposition and to coal mines, and participate in the Realpolitik of International Congresses and in utopian efforts to make a better world. Offered alternate years.

Ms. Clay

317 Europe 1871-1919: Golden Age or Era of Nascent Crisis? From the Paris Commune of 1871 to the settlement of the Great War in 1919. This was an era of rising hopes and illusions, and countless achievements. The course will explore those perspectives and achievements, and the transformations in European economies, states, foreign relations, and in society and thought, that formed the backdrop for the Great War, when Europe's "proud tower" collapsed and a way of life was nearly destroyed.

Ms. Clay

318 Europe in Crisis Studies selected aspects of European history from the outbreak of the First

World War in 1914 to the end of the Second World War in 1945.

Ms. Clay

319 Europe since 1945 Perspectives on postwar Europe: reconstruction, de-Nazification, de-Stalinization, the end of the colonial empires, nationalism and European integration, and the role of the state and of religion, with the reflection of these in culture and society.

Ms. Clay

321 Modern China A study of Chinese history since the Opium War of the nineteenth century, with emphasis on the Nationalist and Communist revolutions. Not offered every year.

Mr. Stemen

332 American Diplomatic History The foreign relations of the United States since the American Revolution, with emphasis on the twentieth century.

Mr. Stemen

335, 336 American Social and Cultural History Traces America's major social, religious, artistic, and philosophical movements and their immediate and long-range impact on American life and culture. Beginning with the American Revolution, History 335 covers the period to the Civil War. History 336 continues from that period to the present. Not offered every year.

Mr. Forness

342 Age of the American Revolution Deals with causes, conduct, and results of the revolution and creation of the constitution. Traces development of English and American political philosophies in 17th and 18th century. Studies women and African Americans in the revolution, and its impact on their lives.

Mr. Whitman

343 Jeffersonian-Jacksonian Era Covering the period from the 1790's to the Mexican War, treats the development of American national life and sectional interests under such influences as Jefferson's agrarian republicanism and the new democratic movements of the Jacksonian period. Not offered every year.

Mr. Forness

345 Civil War The trauma of America from the end of the Mexican War to Appomattox, moral judgments in history, political culture, economic interests, diplomacy, and war.

Mr. Boritt

348 Early-Twentieth-Century America Deals primarily with the major political, economic, and social developments in the United States from about 1900 to 1945. Some attention is given to the role of the United States in the world during this period.

Mr. Birkner

349 The United States Since 1945 Deals with the major political, economic, and social developments in the United States since 1945, and with the demands made upon the United States as a leading world power.

Mr. Birkner

Senior Research Seminars:

402 Tudor England

Mr. Fick

407 American Diplomacy in the Early Cold War

Mr. Stemen

410 Abraham Lincoln

Mr. Boritt

412 Eisenhower and His Times

Mr. Birkner

413 Decolonization in Africa

Mr. Chiteji

414 The Far West before the Civil War

Mr. Forness

415 The Russian Revolution

Ms. Clay

Individualized Study An individual tutorial, research project, or internship requiring the permission of an instructor who will supervise the project. The instructor can supply a copy of the statement of departmental policy regarding grading and major credit for different types of projects. Either semester.

Staff

Interdepartmental Studies

Associate Professor Winans

Adjunct Assistant Professor M. Baskerville

Adjunct Instructors Powers and Dombrowsky

Lecturers Jones, Nordvall, and Johnson

Scholars-in-Residence Ding and Roberson

The Committee on Interdepartmental Studies offers courses and coordinates specialized interdepartmental programs. These may include international programs (such as summer study in Nicaragua) and global/area studies.

Among other opportunities for Interdepartmental Studies is the special major: a student, with the consent of two supervising faculty members from different departments, may design a coherent program of at least ten courses focusing on a particular issue or area not adequately included within a single department. It may be based on any grouping of courses drawn from any part of the curriculum so long as the proposed major is coherent, serves a carefully defined purpose, and includes no fewer than eight courses above the 100 level, three or more courses at the 300 level, and a 400-level individualized study course. The Committee on Interdepartmental Studies has final responsibility for approving special majors (see page 26 for a fuller description).

By nature of their objectives and content, Interdepartmental Studies courses cross the lines of departments and specialized disciplines. For example, some of these courses attempt to provide the common body of knowledge traditionally associated with a liberal education; others attempt to integrate the understanding of different kinds of subject matter; and still others combine methodologies from diverse departments and disciplines. Most notably, the Senior Scholars' Seminar challenges an invited group of seniors, representing as many academic departments as possible, to apply their skills to the investigation of a problem which crosses the boundaries of, and demands the methods of, several disciplines.

In addition to the courses listed below, courses of an interdepartmental nature can be found in this catalog under the **African American Studies** program and the **Women's Studies** program.

103, 104 Literary Foundations of Western Culture

A study of selected major literary works of Western culture. Authors included range from Homer and Plato through St. Augustine and Dante to Shakespeare, Milton, and Goethe. By means of reading and discussing complete works of literature, the student is introduced to those humanistic skills that have traditionally distinguished the liberally educated person. Fulfills distribution requirement in literature.

Staff

111, 112 Ideas and Events Behind the Arts (See listing under Art Department)

155 Introduction to Intercultural Communication

An examination of the meanings and interrelationships of basic concepts of interpersonal and intercultural communication in the United States. The course will analyze our construction of reality

and how people interpret, construct and communicate meaning (verbal and non-verbal). Social and cultural issues such as prejudice, gender identity, ethnic identity, and xenophobia will be discussed. Students will gain a deeper understanding of themselves and others as cultural beings by exploring cognitive, affective and behavioral theories and practices affecting cross-cultural communication.

Mr. Johnson

202 Biomedical Ethics A study of the scientific and philosophical dimensions of issues in biomedical ethics. The course will examine fundamental questions of distributive justice, human and animal rights, autonomy, informed consent, privacy and the value of life as they arise out of biomedicine and biomedical research. Specific attention will be given to such issues as medical experimentation, fetal research, behavior control, allocation of medical resources, and AIDS related issues. Fulfills distribution requirement in history/philosophy. *Prerequisites:* Biology 101, 102 or 112, or their equivalents, or by permission of instructors.

Ms. Etheridge and Ms. Portmess

206 Byzantine Civilization A seminar on the civilization that centered on Constantinople from its founding as the new capital of the Roman Empire in 330 to its capture by the Ottoman Turks in 1453. All aspects will be discussed: the army and navy, education and scholarship, religions, economics, social life, sports, administration, art and architecture, and international relations. Fulfills the distribution requirement in history/philosophy. May be counted in the requirements for a religion major.

Mr. Trone

211 Perspectives on Death and Dying A study of death and dying from a variety of perspectives: psychological, medical, economic, legal, and theological. Dignity in dying, what happens after death, euthanasia, body disposal, AIDS, and other such problems are examined. Fulfills the distribution requirement in history/philosophy. May be counted in the requirements for a religion major. *Prerequisite:* permission of the instructor.

Mr. Moore

215 Contemporary French Women Writers (in English) An investigation of the "myth of woman"—a male invention as Simone de Beauvoir pointed out—through various twentieth-century texts. Students will read everything from a novel by this century's earliest and most notable French woman writer, Colette, to the exposition of Luce Irigaray on

Freud and Julia Kristeva on the feminine in language. All readings and discussions will be in English. Not offered every year.

Ms. Richardson Viti

225 Comparative Poetry and Poetics A panoramic view of poetry in various languages and from all periods, arranged thematically. This team-taught course will focus on reading poetry, in translation or in the original language, according to the student's language skills, and on an examination of poetic theory as it has developed in different language cultures. Fulfills the literature requirement.

Prerequisite: permission of one of the instructors.

Ms. Arey, Mr. Ding, Ms. Olinger, and Ms. Powers

227,228 Civilization of India A study of cultural encounters and exchanges between the Indian sub-continent and other major world cultures. First course: Indus Valley civilization, the coming of the Aryans, and the evolution of Hinduism; Graeco-Roman influences on Indian civilization; Buddhism and the Chinese exchange. Second course: Indian colonies in Southeast Asia; Muslim and European colonization of India; politics and economics of post-Independence. Fulfills the distribution requirement in history/philosophy and the distribution requirement in non-Western culture. Alternate years. Offered 1994-95.

Ms. Powers

235 Introduction to African Literature A survey in English of modern sub-Saharan African literature. After an introductory section on background and the oral tradition, the course will treat the primary themes of this writing, many of which bear the stamp of the colonial experience and its aftermath. Representative novels, plays, and poetry will be read and discussed for their artistic value and cultural insights. Short papers, mid-term and final examinations are required. Fulfills the distribution requirement in literature and the distribution requirement in non-Western culture. Alternate years. Offered 1994-95.

Mr. Michelman

237, 238 Literature of India Study of major Indian literary works in translation. First course: Vedic hymns, major epics, Sanskrit drama, Gupta love poetry, and political fables. Second course: Tamil epic and lyrics, devotional poetry, Islamic literature, and the modern novel. Complete works are read from the standpoint of religion, history, and aesthetics, using criticism from Western and Indian sources. Fulfills the distribution requirements in literature and in non-Western culture. Alternate years. Offered 1993-94.

Ms. Powers

239 Architecture and Society in Nineteenth Century America
(See listing under History Department)

240 Energy: Production, Use, and Environmental Impact Conventional as well as alternative energy sources are examined with respect to supply, price, technology, and environmental impact. U.S. consumption patterns are studied and the potential of conservation is addressed. Sample topics include nuclear reactors, fossil fuel supply, photovoltaics, air pollution, greenhouse effect, and energy efficient architecture. *Prerequisite:* One college science course.

Mr. Cowan

241 Modern Irish Drama (Cross-listed with ENG 241) An exploration of the evolution of modern Irish theatre within the matrix of the aesthetic and political revolutions that occurred, and continue to occur, in twentieth-century Ireland. Irish dramatists in this milieu have produced a body of literature remarkable for both its unparalleled artistic achievement and its acute political and social responsiveness. Major emphasis will be accorded W. B. Yeats, Lady Augusta Gregory, John M. Synge, Sean O'Casey, Samuel Beckett, and Brian Friel. Fulfills the literature requirement. Not offered every year.

Mr. J. Myers

244 Introduction to American Folklore Begins with discussions of the nature of folklore and some sense of the history of the discipline, including information on current approaches and methodologies. This will be followed by material on the folk group, the folk process, the folk performance, the nature of folk world-views, and guidance on doing folklore research. The emphasis will then shift to children's folklore, urban legends, Gettysburg ghost stories, gender-related folklore, African-American folklore in historical context, and a final section on folk song and folk music. Not offered every year.

Mr. Winans

246 Irish Quest for Identity: The Irish Literary Revival A study of the culture and history of Ireland as reflected in its literature in English c. 1880-c. 1940. The course will explore how Ireland, principally through her writers, succeeded in reviving and asserting her unique Gaelic identity during the decades immediately preceding and following the War of Independence (1916-1921). Authors to be studied will include Samuel Ferguson, Standish Hayes and Standish James O'Grady, Douglas Hyde, Augusta Gregory, W. B. Yeats, J. M. Synge, George Russell,

James Stephens, Sean O'Casey, and James Joyce. Fulfills the literature requirement. Not offered every year. Offered 1994-95.

Mr. J. Myers

247 Maintaining Irish Identity: Modern Irish Literature A survey of Irish literature since the 1940's. The course will examine how poets, dramatists, and writers of fiction have responded to the problems of maintaining an Irish identity on a partitioned island and in the contemporary world. Special attention will be given to the inter-relationship of Catholic and Protestant rural and urban traditions. Authors to be studied will include the following: from drama, Samuel Beckett, Hugh Leonard, Brian Friel, Thomas Murphy; from poetry, Seamus Heaney, Patrick Kavanagh, Austin Clarke, Eilean ni Chilleainain, John Montague, Eavan Boland; from fiction, Sean O'Faolain, Mary Lavin, Edna O'Brien. Fulfills the literature requirement. Not offered every year.

Mr. J. Myers

250 Criminal Justice Overview of the criminal justice system in the United States and the role in that system of features such as police, attorneys, trials, and prisons. Major United States Supreme Court cases are read to illustrate the nature of legal reasoning and criminal justice problems. Not offered every year. Offered 1992-93.

Mr. Nordvall

253 Area Studies Seminar: Japan An interdisciplinary study of various dimensions of Japan's culture, history, literature, political and social life, and performing arts. Seminar themes will be shaped by visiting scholars and performers on campus as part of the Area Studies Program.

Staff

254 Vietnam: War and Protest An interdisciplinary exploration of the Vietnam War (1964-1975), with attention paid to the history of Marxism in southeast Asia, French colonialism, the military and political history of the American involvement, the peace movement in the U.S., and the literature generated by the war. Outside speakers and audio-visual materials will be used extensively.

Mr. Dombrowsky and others

255 Science, Technology, and Nuclear Weapons Study of the effect of technology on the many issues related to nuclear weapons. Coverage includes nuclear weapons effects, strategic arsenals, past and current attempts at arms control, nuclear

proliferation, and nuclear disarmament. Special emphasis will be given toward understanding future technological trends in the post cold war climate.

Mr. Pella

260 The Holocaust and the Third Reich An intensive study of selected writings (poetry, prose, drama) which demonstrate the possibilities of literary expressions in response to the Holocaust. Students will read various writings in English by German and non-German writers, including Heinrich Boll, Ilona Karmel, Gunter Grass, and Elie Wiesel. The course will also include such films as *The Tin Drum*, *The White Rose*, and *Night and Fog*. No knowledge of German is required. Does not fulfill the literature requirement.

Ms. Armster

267 Theatre and Religion An investigation of the theatre's role in various western and non-western religions. Students will gain an understanding of and an appreciation for the function of performance and design in worship, liturgy, and ritual. They should develop some critical sense of the theatre's effectiveness as a teaching device within a religious context. A significant effort will be made in assessing religion's impact on the theatre's evolution in form, style, and purpose. Fulfills distribution requirements in fine arts and religion. *Prerequisite:* Permission of the instructor.

Mr. Hanson

272 Gods, Heroes and Wagner A study of the artistic and philosophical thought of composer Richard Wagner as expressed in his monumental music drama, *Der Ring des Nibelungen*. Wagner, a contemporary of Marx and in many ways no less revolutionary, adapted the myths and legends of the Germanic past to dissect European reality of the nineteenth century. By utilizing various approaches (biographical, mythological, literary, political/historical, aesthetic, musical, psychological), students and instructor will attempt to assess Wagner's position in his own age as well as his impact on succeeding generations, including that which embraced the ideology of national socialism. No knowledge of German or background in music is required.

Mr. McCordle

273 Four Centuries of Doctor Faust A study of selected treatments of the Faust theme in literature, music, and art. Readings will include (but not be limited to) the chapbook of 1587, Marlowe's *The Tragical History of Doctor Faustus*, Goethe's *Faust*, and Thomas Mann's *Doctor Faustus*. The operas of Gounod and Boito and other musical compositions as well as illustrations by artists such as Delacroix will

supplement the readings, along with recordings, films, theatrical performances (subject to availability). All readings in English.

Mr. McCardle

312 Ancient Egypt: Its Language, Literature, Art, and History A study of Ancient Egypt's culture as reflected in its language, literature, and art. Although the student's study of the Egyptian language itself will be confined to the script, vocabulary, and grammar of the Middle Kingdom (c. 2240-1570 B.C.E.), Egypt's literature and art from 2900-1100 B.C.E. will be presented in their historical context. Fulfills the distribution requirement in non-Western culture and may be counted toward the requirements for a religion major. *Prerequisite:* Permission of the instructor.

Mr. Moore

320 Human Sexual Behavior Discussion of biosexual, sociosexual, and psychosexual development in a cultural-behavioral setting. Resources from a variety of disciplines will be discussed as they relate to the present-day social-sexual milieu. Seminar format. In-depth research investigation required. Enrolls seven women and seven men.

Mr. Jones

325-L London Seminar: The Darwinian Revolution and Modern Materialism An interdisciplinary exploration (through readings, discussions, and excursions both in and out of London) of the ways in which Charles Darwin's theory of evolution precipitated a new understanding of humans and their cultural activities. Darwinism obviously had an immense impact on the biological sciences, but its influence also extended to other realms such as literature, social science, religion and art, thereby laying the foundations for the wider ethos of materialism that characterizes the modern age. Participants in the seminar will focus on mid and late nineteenth-century figures — including philosophers, theologians, social scientists, novelists, popular humorists, and artists — whose works illustrate Darwinism's influence on the cultural and intellectual sensibilities of the day.

Mr. Walters

401 Senior Scholars' Seminar: The Future of Humanity Seminar for selected senior students addressing an important contemporary issue affecting the future of humanity. The approach to this issue is multidisciplinary. Authorities of national stature are invited to serve as resource persons, and a final report is published by the seminar participants.

The seminar earns two course credits spread over the fall and spring semesters; the seminar meets in the fall semester, and in the spring semester students revise their seminar papers for publication in the report. Interested students should consult page 35 of this catalogue for admission criteria.

451 Individualized Study: Tutorial in Interdepartmental Studies

461 Individualized Study: Research in Interdepartmental Studies

Special Programs American Studies

Gettysburg College offers a variety of courses analyzing American life and thought, thereby providing students with many opportunities for creating special majors in American Studies. Such majors may emphasize behavioral analyses, historical perspectives, literary and artistic dimensions, or coherent combinations of such approaches as they are reflected in courses from several departments. For example, special majors could be designed in the areas of early-American culture, modern American social stratification, ethnicity, or the religious and economic values of the American people. Students should seek assistance in planning an American Studies special major from Professors Birkner (History) or Winans (English), or other faculty members who teach courses in these areas, or from the Committee on Interdepartmental Studies. Course offerings suitable for special majors in American Studies are found under many departmental listings.

Asian Studies

Gettysburg College offers a number of courses for students wishing a sound introduction to Asian culture as part of the liberal arts curriculum. Each Asian Studies course fulfills some distribution requirement. These courses are presented by members of various departments, persons with interests and competence in Asian Studies. A student may construct a special major with concentration in Asian Studies. Students should seek assistance in planning an Asian Studies special major from Professors Gaenslen (Political Science) or Hammann (Religion) or Powers (IDS), or other faculty members who teach courses in this area, or from the Committee on Interdepartmental Studies. Course offerings suitable for special majors in Asian Studies are found under many departmental listings.

Global Studies/Area Studies

Gettysburg College offers an array of courses in global

studies through the course offerings of several departments and through its yearly Area Studies program. Each year the College arranges a program of films, lectures, symposia, and special events focused on an area in the world of critical interest. The program has dealt with such topics as Central America, Vietnam Ten Years After, and Struggle in Southern Africa. Most recently, Area Studies has focused on the Middle East, China in Revolution, Mexico, Sub-Saharan Africa, the Caribbean, and Japan. To enhance the academic offerings in these areas of study, the College has had the privilege of scholars-in-residence from those areas of the world. xico, Tanzania, and Jamaica. Scholars-in-residence offer courses and guide individualized studies for students in their areas of interest. Often several specific courses are available that study the area focused on for the year. Students may enroll in IDS 253, the Area Studies course, in either or both semesters. These tutorial courses require participation in the several aspects of the Area Studies program and a special project under the supervision of a member of the faculty.

Law, Ethics and Society

Gettysburg College offers several law-related courses which present students the opportunity to explore fundamental aspects of the law as part of the liberal arts curriculum: civil rights and liberties, constitutional law, the criminal justice system, ethical issues and the law, legal reasoning, business law, environmental law, and criminology. Through such interdisciplinary study, students will explore the close interplay of law, ethics and the society from which law springs and which it serves. Special majors may be designed which emphasize the law within its social and historical context and which, combined with internships, research opportunities or off-campus study (such as our exchange program with American University), give students a rich appreciation for the law in its many dimensions. Students who wish more information may contact any of the following advisers to the program: Professors Mott (Political Science), Portmess (Philosophy), S. Walton (Management), and Hinrichs (Sociology), and Dean Nordvall (College Life).

Medieval and Renaissance Studies

Through the curricular offerings of eight academic departments and the Interdepartmental Studies Program, the College makes available a wide range of courses that deal with the civilizations and cultures of the medieval and Renaissance eras. Those eras laid the foundations for many modern ideas and values in the fields of literature, history, religion, political

theory, music, art, science, technology, commerce, mathematics, and law. For many students concerned with a more realistic understanding of the rich heritage derived from the medieval and Renaissance worlds, the vitality and creative energy of those eras hold a special fascination and add new dimensions for comprehending contemporary issues.

Students are encouraged to construct special majors in Medieval and Renaissance Studies. Majors in this area might deal with the medieval church and the arts, medieval literature and philosophy, or the ideological and institutional revolutions of the Renaissance. Students should seek assistance in planning such special majors from Professors Fick (History) or Trone (Religion).

Summer Study in Nicaragua

Gettysburg College offers a three-week course of study in Central America. Two courses are offered through Interdepartmental Studies and Spanish, one in environmental politics, and the other in language study. The program varies slightly from year to year, though it always includes time spent in Leon, a "provincial capital" in western Nicaragua. From there travel and work are possible in other regions of the country. The rest of the stay is spent in Managua. Interested students should contact the Center for Public Service for information on schedule, cost, and course offerings.

Japanese Studies

The courses offered are designed to acquaint the student with the basics of the Japanese language and culture. No major or minor is currently offered in this area. Students may use Japanese language courses (through the 202 level) to fulfill the language distribution requirement. The following courses fulfill the distribution requirement in non-Western culture: 140, 150, 221, 223. The administration of the Japanese language program is overseen by the Committee on Interdepartmental Studies.

101,102 Basic Japanese Introduces the three types of Japanese writing and most grammar necessary for speaking and reading basic Japanese. Language Laboratory usage is required.

Ms. Garofalo

140 Traditional Japanese Theatre A study of the history of Japanese traditional theatre, covering the four major types of theatre performance: *Noh*, *Bunraki*, *Kabuki*, and *Kyogen*. The staging and acting techniques of these traditions will be studied, and

mini-performances (of about five to ten minutes) of either *Kabuki* or *Kyogen* scenes will be presented by the students. Primary emphasis will be placed on *Kabuki* theatre because it most manifests the cultural values of modern Japan. Fulfills the distribution requirement in Non-Western Culture.

Ms. Garofalo

150 Contemporary Japanese Culture and Society

An introduction to the major social and cultural themes, issues and institutions in contemporary Japan. Major topics discussed include: cultural notions used in the construction and interpretation of everyday action; gender and kinship relationships; education; employment; community organizations; and religious and ritual practice. These topics will be examined from an ethnographic perspective, in an attempt to understand the institutional and interactional contexts of experience in modern Japan.

Staff

201,202 Intermediate Japanese Completes the fundamental grammar and practice of oral and written Japanese. The course is designed to teach both Japanese language and culture. Completion of Japanese 202 will enable students to communicate with native Japanese people with appropriate cultural sensitivity. Language laboratory is required.
Prerequisite: Japanese 102 or its equivalent.

Ms. Garofalo

221 Diversity in Japanese Society: Images and Issues

Examination of the importance of diversity within contemporary Japanese society. In particular, images and issues of diversity will be discussed in relation to the four themes of leisure activities and identities, gender, class, and ethnicity. Topics to be examined include: consumer tastes and youth cultures; sexuality and the sex industry; political radicals left and right; socioeconomic class distinctions; and the experience of the Burain, Ainu, Okinawan, and Korean minorities.

Staff

223 Work and Lifecourse in Japan An introduction to the interrelations between work and lifecourse experience in contemporary Japan. Major topics include: relations and differences between industrial organization, industrial relations, and the lifecourse implications of employment in large and medium-small sized enterprises; and women's roles and experiences of work. Other topics include entrepreneurs, craftspeople, day laborers, and the relations between work and leisure.

Staff

Management

Professors Pitts, Rosenbach, and Schein (*Chairperson*)
Associate Professors Redding and C. Walton
Assistant Professors Star, Tracy and S. Walton
Instructors Frey and Seitz
Adjunct Instructors Egan and Radosh

Overview

The Department of Management of Gettysburg College provides a distinctive curriculum designed to engender understanding of the role of management in a variety of organizational settings: public, private, local, national, and international. In order to develop the breadth of understanding appropriate for a liberal education, the curriculum is integrative. The curriculum incorporates the historical and social contexts within which managerial decisions are made and brings into clear focus the moral and ethical dimensions of such decisions. Students thus are encouraged and equipped to become informed decision-makers who employ carefully-considered values and the aesthetic and intuitive components of leadership as well as the relevant analytic and technical skills. Most importantly, the curriculum and the manner in which it is taught foster the qualities of critical, creative thinking; the entrepreneurial disposition to be intellectually bold, independent, and innovative; the zest for lifelong learning; and the values so important to vital and socially responsible management in our public and private enterprises. The department offers a major in management, with four areas of concentration: entrepreneurship, human resources, accounting and finance, and international management. In addition to its liberal arts objectives, the department's curriculum is designed to meet the needs of students who intend to enter graduate schools in business administration and related areas, or to pursue a career in public or private enterprises.

Requirements and Recommendations

Majors in management are required to complete eight core courses plus a minimum of three courses in one of the four areas of concentration. The eight core courses are as follows: Economics 103-104, Management 153, Economics 241, Management 247, Management 266, Management 267, and Management 400. Each student majoring in management will also be required to take at least three courses in one of four areas of concentration: entrepreneurship, human resources, accounting and finance, or international management.

Students anticipating a management major are encouraged to take Economics 103-104 during the first year.

In order to qualify for departmental honors in management, a student must 1) satisfactorily complete Management 400 during the senior year with a grade of B or better; 2) be recommended by his or her adviser; and 3) have earned a 3.3 departmental grade point average.

The department offers a management internship (Management 473) for selected management majors entering their senior year. The internship is comprised of an employment experience completed during the summer between their junior and senior year, and an academic component completed during fall semester of the senior year. One course credit is awarded for successful completion of the internship. Additional information regarding the Department of Management is contained in *Managing Your Major: Department of Management Handbook*. All majors and potential majors are urged to obtain a copy of this booklet.

153 Financial Accounting Study of the basic principles, concepts, and problems in recording, summarizing, reporting, and analyzing financial data. Emphasis is placed on reports used by decision-makers, both inside and outside the firm. *Prerequisite:* Sophomore status.

Staff

154 Managerial Accounting Study of accounting concepts for planning, control, motivation, reporting, and evaluation by management of the firm. *Prerequisite:* Management 153.

Staff

247 Management Information Systems An introduction to information technology and the management of information systems. The focus is the management of change, computer applications, and information technology applications.

Staff

253-254 Intermediate Accounting Continued and more intensive study of the principles, concepts, and theories prevalent in accounting. Emphasis is on literature and pronouncements of professional accounting groups and regulatory agencies. *Prerequisites:* Management 154 and permission of the instructor.

Staff

266 Management and Organization An introduction to management ideas, processes and techniques used in both profit and not-for-profit

organizations. The focus of the course is upon the challenge of managing different organizations in contemporary society. *Prerequisites:* Sophomore status or higher.

Staff

267 Business Finance Introduction to the principles and practices involved in the acquisition and administration of corporate funds. Emphasis is placed on financial planning, investment analysis, asset management, and sources and costs of capital. *Prerequisites:* Management 153 and 266, and Economics 241.

Staff

270 Organizational Behavior Theory of behavioral science applied to the organization, with emphasis on the interaction of the individual and the organization. Topics range from individual attitudes and behavior to organizational change. *Prerequisite:* Management 266 or permission of the instructor.

Staff

340 Production Management Study of production management from a decision area and decision technique framework. Examines principles of forecasting/staffing, inventory control, and quality assessment and surveys operation strategies such as total quality management (TQM) and robotics. Focus is on business environments that favor inter-functional collaboration. *Prerequisite:* Management 266 or permission of the instructor.

Staff

353 Cost Accounting Concepts of cost accumulation and cost analysis for decision-making purposes. Emphasis is placed on use of these concepts in manufacturing concerns and other organizations. *Prerequisite:* Management 154.

Staff

355 Auditing Introduction to the objectives, concepts, analysis, and procedures underlying the review of financial reports prepared by organizations. Emphasis is placed on the analysis of internal control and the auditor's ethical and legal responsibility. *Prerequisite:* Management 254 or concurrent enrollment.

Staff

356 Federal Taxes An introduction to federal income tax with focus upon tax research and principles as they relate to tax preparation and tax policy.

Staff

360 Organizational Ethics Exploration of the relationship between law and ethics, of ethical factors and restraints, recognition of ethical dilemmas

affecting managerial decision-making, and policy in private and public sector organizations; examination of a variety of ethical issues, such as those relevant to the environment, consumer protection, discrimination in the workplace, conflict of interest, global economy, social responsibility of organizations, and professionalism; emphasis on case study method.

Prerequisite: Junior status or higher.

Staff

361 Marketing Management Study of the dynamic nature of contemporary marketing: the marketing concept, consumer buying behavior, marketing research, the promotional mix, and international marketing. Incorporates case studies, current problems, and ethics of marketing. *Prerequisites:* Economics 103, 104. Statistics (Economics 241 or equivalent) strongly recommended.

Staff

363 Business Law Legal environment of business and how law affects managerial decision-making; introduction to law of torts, business crimes, contracts, sales, product liability, consumer protection, bankruptcy, leases, formation of corporations and partnerships, employer-employee rights, environmental regulation, intellectual property, Uniform Commercial Code; examination of court systems, legal process; discussion of international business law, governmental regulation of business, constitutional issues relevant to business; use of case study method where appropriate. *Prerequisite:* Management 266 or permission of the instructor.

Staff

364 Advanced Business Law In-depth study of contemporary legal environment of business and how law affects managerial decision-making. This course provides an examination of the Uniform Commercial Code, contracts, sales, partnerships, corporations, small business organizations, franchises, banking, bankruptcy and reorganization, property, international transactions, and governmental regulation of organizations. The class explores the principles of tort, contract, and constitutional law. The case study method is employed as appropriate. *Prerequisites:* Management 266 and Management 363 or permission of the instructor.

Staff

365 Human Resources Management Major principles of human resource management from the perspectives of both organizational demands and individual interests. Basic theoretical and applied concepts are covered, including recruitment, selection, performance appraisal, labor relations,

compensation, training, and productivity improvement. Focus is also on relevant issues of the decade, such as the work/family interface, privacy, cultural diversity, workplace discrimination, and legal issues. Project work with organizations required.

Prerequisite: Management 266.

Staff

368 Investment Management Investment practices, the risks of investment, and the selection of appropriate investment media for individuals, firms, and institutions. Theories and techniques for maximizing investment portfolio performance are studied. Emphasis is placed on analysis and selection of securities, portfolio management, and the operation of securities markets. *Prerequisite:* Management 267 or permission of the instructor.

Staff

381 Small Business Management Study and critical analysis of the principles and procedures for establishing, developing, and managing a small business. The relevant differences between large and small business management are examined. *Prerequisites:* Management 153, Management 266, Management 267, and Management 361.

Staff

385 International Management Examination of problems and opportunities confronting business enterprises which operate across national borders, with emphasis on adaptation to different cultural, legal, political, and economic environments. *Prerequisites:* Management 153 and 266.

Staff

400 Policy and Strategy Integrative capstone course dealing with the role of senior executives in business enterprises. Course focuses on problems of strategy formulation, organization design, and organization renewal. Required of all seniors. *Prerequisites:* Senior status plus completion of all core courses or permission of the instructor.

Staff

410 Senior Seminar Investigation of contemporary problems and special topics of current importance in the field of management. Specific issues to be addressed will be determined by the instructor. *Prerequisites:* Senior status and permission of the instructor.

Staff

473 Internship A minimum of six weeks of on-site participation in management with a public or private enterprise. A student wishing to pursue an internship

must submit an acceptable proposal to the Staff Director of Internships during spring semester of the junior year. *Prerequisites:* Junior management major with a minimum 2.0 overall and departmental grade point average.

Staff

Individualized Study Topics of an advanced nature pursued by well-qualified students through individual reading and research, under the supervision of a member of the department's faculty. A student wishing to pursue independent study must present a proposal at least one month before the end of the semester preceding the semester in which the independent study is to be undertaken. *Prerequisite:* Permission of the supervising faculty member and the department.

Mathematics and Computer Science

Professors: Fink (Chairperson) and Leinbach
Associate Professors: DeSilva, Flesner and Kellett
Assistant Professors: Bajnok, Levine and Tosten
Adjunct Instructors: Leslie and Y. Niirio

Overview

A knowledge of mathematics is an essential part of what it means to be a liberally educated person. Mathematics is both an art and a science. It possesses an inherent beauty and a purity of expression not found to the same degree in any other discipline.

Beyond its intrinsic value, mathematics is indispensable in both the natural and social sciences. It is occupying a position of increasing importance in many other fields. The computer has played a major role in this mathematical renaissance. Thus, it is essential that mathematics majors, as well as other students who will apply mathematics, learn how to use the computer as a problem solving tool.

The mathematics curriculum provides a foundation for students who will specialize in mathematics or in fields that use mathematics. By a careful selection of courses, a student can prepare for graduate study in mathematics, for secondary school teaching, or for a career in a mathematically related field. Indeed, a major in mathematics provides a good background for virtually any career. Recent graduates have found careers in government, law, management, medicine, and quality control as well as in the more traditional areas of employment for mathematics graduates. No matter what the student's objectives, the curriculum provides courses appropriate for the study of mathematics within the context of the liberal arts.

Requirements and Recommendations

The department offers a choice of two degree programs, the Bachelor of Arts and the Bachelor of Science degrees. The Bachelor of Arts degree is designed for students who are interested in a broader application of mathematics. The Bachelor of Science degree is designed for students who are interested in exploring applications of mathematics in the sciences.

The Bachelor of Arts Program

The requirements for a B.A. in mathematics are:

- Core:** Mathematics 111 (or 105-106), 112 (or exemption)
Mathematics 211, 212
Mathematics 321, 331
Computer Science 103 (by end of the sophomore year)
- Plus:** Four 200- or 300-level mathematics courses, at least three at the 300 level

The Bachelor of Science Program

The requirements for a B.S. in mathematics are:

- Core:** See B.A. requirements
- Plus:** Mathematics 363, 364, and 366
- Plus:** One 200- or 300-level mathematics course
- Plus:** One of the sequences:
Physics 111-112 or Chemistry 111-112
- Plus:** Two courses from one of the groups:
Biology 309, 310, 341
Chemistry 305, 306
Computer Science 301, 311, 371
Physics 310, 319, 325, 330

Minor in Mathematics

A minor in mathematics consists of six mathematics courses numbered 111 or above. At least one of these courses must be at the 300 level.

105-106 Calculus with Precalculus Study of differential and integral calculus with precalculus. Topics include basic algebraic concepts, equations and inequalities, functions, introduction to limits, continuity, the derivative, and the definite integral. No prerequisites.

Staff

107 Applied Statistics Designed for students in the biological and social sciences. Topics include descriptive statistics, fundamentals of probability theory, hypothesis testing, correlation, regression, and analysis of variance. An important aspect of the course is the use of a statistical package on the computer. Credit is not granted for more than one of

the following: Mathematics 107, Biology 260, Economics 241, Psychology 205, and Sociology 303.

Staff

111-112 Calculus I, II Differential and integral calculus of one real variable. Topics include introduction to limits, continuity, the derivative, the definite integral, and series. Applications are drawn from the natural and social sciences. No prior experience with calculus is assumed. Students who have received credit for Mathematics 105-106 cannot also receive credit for Mathematics 111. These students may register for Mathematics 112.

Staff

208 Discrete Structures The study of mathematical structures essential to the study of discrete phenomena with an emphasis on an algorithmic approach to problem solving using these structures. Topics include sets, truth tables, methods of proof (including induction), functions, relations, arithmetic in other bases, graphs and trees, matrix algebra, elementary combinatorics, probability, and Markov chains. Examples will be chosen from a variety of disciplines with emphasis on solutions which are algorithmic and computational in nature. *Prerequisite:* Mathematics 111 or Mathematics 105-106.

Staff

211 Multivariable Calculus Vectors, vector functions, function of several variables, partial differentiation, optimization, multiple integration, transformation of coordinates, line and surface integrals, and Green's and Stokes' theorems. *Prerequisite:* Mathematics 112.

Staff

212 Linear Algebra Systems of linear equations, algebra of matrices, determinants, abstract vector spaces, linear transformations, eigenvalues, and quadratic forms. *Prerequisite:* Mathematics 112.

Staff

262 Operations Research A study of techniques and tools used in mathematical models applied to the biological and social sciences. Topics include: optimization, game theory, linear and nonlinear programming, dynamic programming, transportation problems, and network analysis. *Prerequisite:* Mathematics 112.

Staff

321 Real Analysis A rigorous treatment of concepts studied in elementary calculus and an introduction to more advanced topics in analysis. Topics include elements of logic and set theory, properties of real

numbers, elements of metric space topology, continuity, the derivative, the Riemann integral, sequences and series, and uniform convergence. *Prerequisites:* Mathematics 211 and 212.

Staff

331 Abstract Algebra A study of the basic structures of modern abstract algebra, including groups, rings, fields, and vector spaces. *Prerequisite:* Mathematics 212.

Staff

343 Topics in Geometry A study of both synthetic and analytic approaches to geometry. Topics include axiomatic systems, Euclidean geometry, non-Euclidean geometries, projective geometry, and subgeometries of projective geometry. *Prerequisite:* Mathematics 212. Alternate years. Offered 1994-95.

Staff

351-352 Mathematical Probability and Statistics I, II Probability theory, distribution theory, estimation, sampling theory, hypothesis testing, confidence intervals, correlation, regression, applications. *Prerequisite:* Mathematics 212.

Staff

363 Differential Equations Analytical, numerical, and qualitative approaches to differential equations. Topics include linear equations and systems, series solutions, Laplace transform, Fourier series, nonlinear equations, phase plane analysis, introduction to partial differential equations. *Prerequisite:* Mathematics 212.

Staff

364 Complex Analysis Complex numbers, analytic functions, complex integration, Cauchy's Theorem, Taylor and Laurent series, contour integrals, the residue theorem, and conformal mapping. *Prerequisite:* Mathematics 212.

Staff

366 Numerical Analysis Numerical techniques for solving mathematical problems. Topics include solutions of equations, solutions of simultaneous linear equations, interpolation and approximation, numerical differentiation and integration, the eigenvalue problem, numerical solutions of ordinary differential equations, and error analysis. *Prerequisites:* Mathematics 212 and Computer Science 103. Alternate years. Offered 1995-96.

Staff

381, 382 Selected Topics Study of some advanced phase of mathematics not otherwise in the curriculum. Subject matter and frequency of offering depend on student interest. Possible areas for study

are point set topology, combinatorics, graph theory, partial differential equations, differential geometry, and number theory. *Prerequisite:* Permission of the department.

Staff

Individualized Study Pursuit of topics of an advanced nature by qualified students through individual reading, research, or internship, under the supervision of a faculty member. *Prerequisite:* Permission of the department.

Staff

Computer Science

Overview

The computer science curriculum enables a student to study systematic approaches to problem solving within the environment of hardware. In the course of this study, the student develops the practice of clear thinking and logical reasoning while learning to analyze information processing tools and systems in areas of application. Within this study there is an emphasis on the human values associated with computing in the modern world.

The available courses cover a wide area of computer science. In addition, upper-division students may, in collaboration with faculty members, be involved in ongoing research projects or study topics not covered by the regular course offerings.

The major is designed to give students a broad understanding of both the theoretical and application areas of the discipline. As such, it provides a firm foundation for those intending to do graduate work or to pursue a career in computer science.

Requirements and Recommendations

The Bachelor of Arts Program

The requirements for a B.A. in computer science are:

- Core:** Computer Science 103, 104
Computer Science 216, 221
Mathematics 111, 208 (in the same year as Computer Science 216)
- Plus:** Four computer science electives, at least three from Group A:
- Group A:** Computer Science 301, 311, 324, 327, 341, 360, 371, 373, 374
- Group B:** Computer Science 450, 460, 471, Mathematics 366, Physics 240, (Electronics)
- Capstone:** Computer Science 340

Minor in Computer Science

A minor in computer science consists of six courses including Computer Science 103, 104, 216, 221, and two computer science electives from Groups A and B. At least one elective must be chosen from Group A.

Students intending to do graduate work in computer science are advised to take Mathematics 351, Physics 240, and six computer science electives including Computer Science 301 and Computer Science 311.

Facilities

Computing Services maintains a campus-wide computing network. Through the network, students may access several programming languages and applications packages. In addition to this, the department has a laboratory featuring NeXT computers that are used for introductory courses and such electives as operating systems and graphics. These machines are connected to a SUN Sparcstation that is used as a local file server and as a site for parallel processing hardware. The department also uses the Internet to access other sites, such as the Pittsburgh Supercomputing Center, for additional resources.

103 Introduction to Computing Introduction to the use of computers in a variety of fields through the use of software tools and structured programming. Word processing, spreadsheet, and database software tools are taught from a perspective that emphasizes the underlying principles. The primary focus of the course is structured programming and problem solving.

Staff

104 Introduction to Computer Science An introduction to computer science with an emphasis on problem solving methodology and algorithms. Further topics include computer organization, data structures, and software engineering. *Prerequisite:* Computer Science 103.

Staff

109 The Art and Science of Computer Graphics Introduction to the use of computers through the study of the process of creating and manipulating three dimensional images. The course emphasizes hands-on laboratory experience, with student work focused around completing a series of projects. Students study a variety of topics ranging from very general (programming strategies) to very specific (the use of color).

Staff

216 Data Structures An introduction to the major data structures and some of their applications. Topics include linear lists, sets, queues, stacks, linked lists, string processing, trees, graphs, arrays, tables, files,

and dynamic memory management. *Prerequisite:* Computer Science 104.

Staff

221 Computer Organization and Assembly Language Programming Programming at the machine level, with an emphasis on the logical connection of the basic components of the computer and systems programs. Topics include machine and assembly language programming, basic computer operations, hardware organization, systems software, and compilers. *Prerequisite:* Computer Science 104.

Staff

301 Theory of Computation A study of the basic theoretical principles of the computational model. Topics covered include finite automata, regular expressions, context-free grammars, Turing Machines, Church's Thesis, Godel numbering, the halting problem, unsolvability, computational complexity, and program verification. *Prerequisites:* Mathematics 208, Computer Science 104. Alternate years. Offered 1994-95.

Staff

311 Design and Analysis of Algorithms A survey of the basic principles and techniques for the development of good algorithms. Emphasis is placed on individual development of algorithms and an analysis of the results in terms of usefulness, efficiency, and organization. Topics include design techniques, worst case and average case analysis, searching, sorting, branch and bound, spanning trees, reachability, combinatorial methods, and NP-hard problems. *Prerequisites:* Mathematics 112, Computer Science 216. Alternate years. Offered 1995-96.

Staff

324 Principles of Operating Systems A study of the fundamental concepts of operating systems. Topics include sequential processes, concurrent processes, processor management, memory management, scheduling algorithms, and computer security. Projects include the writing of a program to simulate the major components of an operating system. *Prerequisite:* Computer Science 216. Alternate years. Offered 1995-96.

Staff

327 Parallel Processing Introduction to the techniques used to implement parallel processing concepts in computer environments. The course begins with an investigation of multitasking single processor systems. This is followed by an investigation of SIMD (Single Instruction Multiple Data stream) environments. The final topic is an investigation of

computing within MIMD (Multiple Instructions Multiple Data stream) environments. Students work with actual implementations of each of these environments and explore their advantages and appropriate uses. *Prerequisite:* Computer Science 216. Alternate years. Offered 1995-96.

Staff

335 Software Engineering Introduction to the principles used to analyze and specify software systems. The course covers concepts and issues dealing with the initial stages of the software life cycle. The course begins with students studying formal methods for analyzing and investigating environments requiring automation. This is followed by a study of languages and CASE (Computer-Aided Software Engineering) tools. Throughout the course students apply principles that they study to situations outside the department. *Prerequisite:* Computer Science 216.

Staff

340 Software Systems/Software Design A formal approach to the techniques of software design and development. An integral part of the course is the involvement of students, working as a team, in the development of a large software project. Implementation of the software project is in a high-level language that supports modularity and procedural and data abstraction. Topics include formal model of structured programming, modular decomposition, information hiding, formal program specification techniques, software testing techniques, documentation, and user interfaces. *Prerequisites:* Computer Science 216, one Computer Science course at the 300 level, and permission of the department.

Staff

341 A Survey of Programming Languages A study of the fundamental concepts in the design of programming languages. These concepts include variables, expressions typing, scope, procedures, data types, exception handling, and concurrency. Particular programming languages are used as examples of different ways for implementing these concepts. *Prerequisite:* Computer Science 216. Alternate years. Offered 1995-96.

Staff

360 Principles of Database Systems A study of the fundamental concepts of database systems. Topics include the physical organization of databases, indexing techniques, and query processing. Particular models to be studied include the Entity-Relationship, Relational, Network, and Hierarchical

Models. Class projects stress the design and implementation of a database. *Prerequisite:* Computer Science 216. Alternate years. Offered 1994-95.

Staff

371 Introduction to Artificial Intelligence A study of the process of having machines mimic human behavior. Topics include search heuristics, knowledge representation, logic, natural language processing, rule-based systems, and robotics. Appropriate programming languages are used to implement projects. *Prerequisite:* Computer Science 216. Alternate years. Offered 1995-96.

Staff

373 Computer Graphics A study of the methods and issues surrounding the construction of graphical images on the computer. Topics include windowing systems and user input, two-dimensional graphics packages, curve drawing techniques, modeling in three dimensions, the use of lighting and shading techniques, and the process of rendering images. Student work consists both of using existing packages to create images and of implementing algorithms used in graphical systems. *Prerequisite:* Computer Science 216. Alternate years. Offered 1994-95.

Staff

374 Compilers Introduction to the techniques used to translate high-level computer languages into machine code. The course discusses and evaluates current implementation techniques, including the applicable theory. Topics include lexical scanning, parsing, code generation and optimization. Students are expected to complete a major product involving the compilation of a particular computer language. *Prerequisite:* Computer Science 216. Alternate years. Offered 1995-96.

Staff

391, 392 Selected Topics

Staff

450 Individualized Study: Tutorial Study through individualized reading and projects of an advanced area of computer science by well-qualified students under the supervision of a faculty member. Possible areas of study are software engineering, compiler design, expert systems, parallel architecture, image processing, or topics in the current literature which are of mutual interest to the student and the supervising faculty member. *Prerequisites:* Computer Science 216 and permission of the department.

Staff

460 Individualized Study: Research Intensive study of a selected topic in computer science or a related

area by carrying out a research project in collaboration with a faculty member. *Prerequisites:* Computer Science 216 and permission of the department.

Staff

471 Internship in Computer Science Completion of a significant project in computer science within an industrial setting, government department, or research institute. The project must receive prior authorization from a faculty member and requires the submission of a satisfactory written report upon completion. *Prerequisites:* Computer Science 216 and permission of the department.

Staff

Music

Professors Zellner (Chairperson) and Nunamaker
Associate Professors Finstad and Matsinko
Instructors Gratto and Jones
Adjunct Professor Weikel
Adjunct Assistant Professors T. Bowers, Botterbusch
Adjunct Instructors Baxter, Light, Rickert and Shook

Overview

The music department endeavors to introduce students to the historical significance of Western music and to the variety of World Music so that they have an understanding of their musical heritage and knowledge of current musical trends. Supporting this knowledge is familiarity with the basic elements of music and discovery of their own abilities through direct contact with, and creative manipulation of, such material. The music curriculum also involves the student in an intensive study of applied music. This encompasses two aspects: individual and or ensemble experience. In the practice room, studio, and recital hall the student has an opportunity to refine the techniques for musical performance. In the small and large ensemble the individual must work within a greater social context to achieve a common musical goal. The program also provides courses for the student who plans to enter the field of music education. These offerings are based on competencies prescribed by the Pennsylvania Department of Education. The music department offers programs leading to a Bachelor of Arts degree in music and a Bachelor of Science degree in music education.

Also available is a minor in music and a major in music within the elementary education certification program, which leads to a Bachelor of Arts degree.

Requirements and Recommendations

The department requires an audition of all candidates proposing to major in music or music

education. Appointments for such auditions should be made through the College admissions office. Requirements for a major in music leading to a Bachelor of Arts degree consist of twelve full courses (Music 141, 142, 241, 242, 244, 341, 342, 313, 314, 205, 206, and 456), plus six or seven quarter-courses in the student's major applied area. The major must also participate for four years in an authorized ensemble and present a recital in the senior year.

Music majors in the elementary education program must meet the same requirements as the B.A. degree candidate, with the exception of courses 341 and 342.

The successful completion of the program leading to the Bachelor of Science degree in music education (see page 41) satisfies the certification requirements for teaching music in elementary and secondary schools.

Distribution Requirements

The distribution requirement in arts may be fulfilled by one of the following: Music 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 141, 244, 313, and 314.

Performing Ensembles

All College students are eligible to audition for College Choir, Chapel Choir, Band, and Orchestra. Band members are eligible to audition for Jazz Ensemble, Brass Ensemble, Brass Quintet, Percussion Ensemble, and Clarinet Choir. The jazz improvisation lab is open to selected Jazz Ensemble members. Auditions for all groups are held at the beginning of the school year or at other times by appointment.

101 Introduction to Music Listening A consideration of the principal music forms against the background of the other arts and in the content of historical events. Active listening is an essential part of the course. Repeated spring semester.

Mrs. Gratto, Mr. Matsinko, Mr. Nunamaker, Ms. Light

102 World Music Survey Study of music cultures found around the world including the non-Western regions of sub-Saharan Africa, the Mid-East, and Asia, as well as selected ethnic cultures within the United States. Music making activities as well as other related arts will be examined in relation to the cultural contexts in which they are found.

Ms. Gratto

103 Music of the Classical Period Study of the major composers — Haydn, Mozart, and Beethoven — and the significant genres of the late-Eighteenth and early-Nineteenth centuries. The musical achieve-

ments of this period will be studied within the social and economic milieu. Listening and analyzing musical compositions will be an integral part of the course.

Mr. Nunamaker

104 Opera Study of opera history and standard operatic works as examples of drama and music. Related genres of operetta, zaizuela, musical and oratio are also included. Extensive listening and viewing assignments are required.

Ms. Gratto

105 Introduction to Contemporary Music Study of the major trends in twentieth-century music, with emphasis on the music of Debussy, Stravinsky, Schoenberg, Bartok, and the Avant Garde composers.

Mr. Nunamaker

106 Art Song Study of the history, interpretation, and style of the art song. Literature will include German, French, English, and American art songs. Extensive listening assignments are required.

Mr. Matsinko

107 Music of the Romantic Era Study of the philosophical background for nineteenth-century music and its stylistic features. Extensive listening will be done in the areas of orchestral, vocal, and chamber music.

Mr. Nunamaker

108 Women in Music A study of women's contribution to music from the Middle Ages to the present. Extensive listening assignments required.

Ms. Light

109 Mozart: The Man and His Music Study of Mozart's music, with a focus on his life, times, and musical analysis. Extensive listening assignments required.

Mr. Matsinko

110 Survey of Jazz Study of America's indigenous musical art form from early blues and Dixieland through current trends. A "live" jazz quartet is an integral part of style analysis. Concert attendance and listening assignments are necessary to attain an understanding of the genesis and development of jazz

Mr. Jones

141 Theory I Fundamentals of basic theory, notation, and nomenclature; introduction to writing skills; basic analytic technique; melodic analysis; correlated sight-singing and aural perception skills.

Ms. Gratto, Mr. Jones

142 Theory II Continuation of writing skills; analysis and writing of chorales; correlated sight-singing and

aural perception skills; keyboard harmony.

Ms. Gratto, Mr. Jones

205 Choral Conducting Development of a basic conducting technique. Areas of study include vocal problems and tonal development, diction, rehearsal procedures, interpretation, and suitable repertoire for school, church, and community.

Mr. Finstad

206 Instrumental Conducting Continued development of conducting skills and score analysis. Areas of study include: interpretation, musical styles, balance, intonation, rehearsal procedures, and suitable repertoire for large and small ensembles.

Mr. Zellner

241 Theory III Study of the common practice period; extensive written and analytic projects; study of musical structure through small forms; correlated sight-singing and aural perception skills.

Mr. Jones

242 Theory IV Study of late-romanticism to the present day by means of analytic and written projects. Correlated sight-singing, aural perception skills, and keyboard harmony are included.

Mr. Jones

244 Introduction to Music Literature Study of the major genres, style periods, and composers of Western music. Extensive use of recorded materials is included, with emphasis on the development of aural recognition.

Mr. Matsinko

303 Sixteenth-Century Counterpoint Introduction to the contrapuntal technique of the sixteenth century through the study of plainsong and early motets. Composition in the small forms is a part of the course. Offered on demand.

Staff

304 Eighteenth-Century Counterpoint Introduction to the contrapuntal style of the eighteenth century and an analysis of the baroque forms, with attention to linear motion and fundamental harmonic progression. Composition in the various forms is required.

Staff

313 History of Medieval, Renaissance, and Baroque Music Study of the major forms and styles of music and composers from the pre-Christian era through the eighteenth century. Extensive use of musical examples and recordings is included. (Alternate years)

Mr. Nunamaker

314 Music in the Classic, Romantic, and Contemporary Periods Study of the principal stylistic tendencies from c. 1770 to the present. Extensive listening to, and examination of, illustrative materials is an essential part of the course. (Alternate years)

Mr. Nunamaker

320 Principles and Procedures of Teaching Music in the Elementary School Study of the methods and materials, of teaching music in the elementary grades. Various approaches to guiding children to listen to, understand, create, and perform music are included. Classroom instrument competencies are developed. (Alternate years)

Ms. Gratto

321 Principles and Procedures of Teaching Music in the Secondary School Study and evaluation of methods, materials, and techniques relative to music classes and performance groups in the secondary grade with a development of a personal philosophy of music education. (Alternate years)

Ms. Gratto

341 Theory V Study of the capabilities and limitations of the standard wind, string, and percussion instruments. Included is score study, transposition, and emphasis on applied orchestration projects for laboratory performance and critique. (Alternate years)

Mr. Zellner

342 Theory VI Study of the structural organization of music. Included will be the analysis of the larger forms of composition drawn from the standard literature of the eighteenth to twentieth centuries.

Staff

474 Student Teaching Teaching in public schools in cooperation with, and under the supervision of, experienced teachers. Individual conferences and seminars with the College supervisor and supervising teacher are required. Offered in spring semester only. *Three Course Units*

Mr. Zellner

Individualized Study *Prerequisite:* Approval of department and directing faculty member.

Applied Music

The department offers instruction in voice, piano, organ, guitar, and the standard band and orchestral instruments. The repertoire is adapted to the student's ability. One quarter course credit is given for one half-hour private lesson per week, per semester. Some piano and voice instruction may be in group classes.

Students majoring in music who are candidates for the Bachelor of Arts degree are entitled to eight quarter-courses of private instruction, and those who are candidates for the degree of Bachelor of Science in Music Education are entitled to 12 quarter-courses of private instruction at no additional cost beyond the comprehensive fee.

The department also sponsors various music organizations, including the College Choir, Chapel Choir, Band, and Orchestra. All college students are eligible to audition for any of these, either at the beginning of the school year or at other times by appointment.

121 Voice Private instruction in fundamentals of voice production, with emphasis upon breath control, resonance, tone quality, diction, pronunciation, and an appreciation of the best works of the masters. Repeated in the spring semester. Fee for class lesson per semester: \$445

1/4 Course

Mr. Finstad

122 Voice Class Study of vocal techniques using class discussions and demonstrations. The course will have a practical workshop atmosphere: practicing basic vocal production with emphasis on posture, breath control, diction, and vowel formation. Fee for class lesson per semester: \$445

1/4 Course

Mr. Finstad

123 Piano Private instruction in the development of the necessary techniques for facility in reading and interpreting a musical score accurately at the keyboard. Literature includes representative compositions of various styles and periods. Public performance is required of those majoring in this area of concentration. Fee for class lesson per semester: \$445

1/4 Course

Mr. Matsinko

124 Class Piano Emphasis on sight-reading, ensemble playing, and harmonizing melodies with various types of accompaniment, as well as playing some of the standard piano literature. Fee for class lessons per semester: \$445

1/4 Course

Mr. Matsinko

125 Organ Private instruction designed to include literature of various periods, sight-reading, hymn-playing, chant and anthem accompaniment. *Prerequisite:*

sites: satisfactory performance of all major and minor scales (two octaves) and a Bach Invention. Fee for class lesson per semester: \$445

1/4 Course

Mr. Weikel

127 Band Instrument Instruction Private instruction emphasizing the fundamentals and repertoire for the performance of woodwind, brass, and percussion instruments. Fee for class lesson per semester: \$445

1/4 Course

Ms. Bowers, Mr. Jones, Ms. Rickert, Mr. Shook, Mr. Zellner

129 String Instrument Instruction Private instruction emphasizing both the fundamentals of string playing and repertoire. Fee for class lesson per semester: \$445

1/4 Course

Mr. Nunemaker, Mr. Botterbusch

131 College Choir Performs sacred and secular choral literature. In addition to performing on campus and in nearby cities, the Choir makes an annual spring concert tour. Oratorios are presented in conjunction with the Chapel Choir. Three rehearsals weekly. No Credit

Mr. Finstad

132 Chapel Choir Performs standard sacred choral literature for the purpose of supporting and assisting the College community in the Sunday morning services. The Choir appears in nearby cities and makes a short tour each spring. Two regular rehearsals weekly with scheduled sectionals. No Credit

Ms. Gratto

133 Band The "Bullet" Marching Band performs a corps style show at home football games. The Symphonic Band performs a wide variety of wind literature including reorchestrated masterpieces and contemporary works. The Symphonic Band presents campus concerts and a spring tour of Pennsylvania and neighboring states. Symphonic Band prerequisite - membership in "Bullet" Marching Band and/or permission of the conductor. No Credit

Mr. Jones

135 Orchestra The study and performance of orchestral music of all areas. Membership is open to all students of qualifying ability. Two rehearsals weekly. No Credit

Mr. Botterbusch

150-151 Woodwind Instrument Class Instruction in the technique of teaching and playing woodwind

instruments, using the clarinet as the basic instrument.

*Two 1/4 Courses
Mr. Zellner*

152-153 Brass Instrument Class Instruction in the technique of teaching and playing brass instruments. The trumpet or cornet is used as the basic brass instrument.

*Two 1/4 Courses
Mr. Zellner*

154-155 Stringed Instrument Class Instruction and practice in the techniques of stringed instruments and the organization of a string section.

*Two 1/4 Courses
Mr. Botterbusch*

156 Percussion Class The organization of practical and theoretical materials concerning all of the percussion instruments, their performance techniques, and teaching procedures.

*1/4 Course
Mr. Zellner*

456 Senior Recital Solo presentation of representative literature of various stylistic periods of the student's major applied area, with emphasis on historical performance practice.

Staff

Philosophy

Professor Coulter (*Chairperson*)
Associate Professors Portmess, Walters
Assistant Professor Ruesga

Overview

The departmental objectives are to promote inquiry into perennial philosophical questions such as the nature of justice, happiness, knowledge, and freedom; to produce awareness of the answers that have been proposed in response to these questions; to teach the tools for the analysis of the assumptions and values which underlie different intellectual disciplines; and to promote the application of philosophical analysis to issues of public policy and morality. The study of philosophy encourages the student to develop the ability to analyze problems, understand central issues, and develop alternative solutions. It challenges the student to reflect upon problems involving values, to examine problems in an interdisciplinary way, to examine alternative world views and forms of knowledge, and to develop an awareness of intellectual history. Classes encourage discussion and writing. The study of philosophy is an integral part of an education in the liberal arts tradition.

A major in philosophy is excellent preparation for graduate school or for professional schools in almost

any field. It is especially good background for law and the ministry. It will also prove valuable in any occupation which demands clear thinking and the ability to understand the points of view of other people. Individually, philosophy courses will prove useful supplements to course work in other areas. The department is interested in assisting and encouraging students to design special majors in which philosophy is an integral part.

Requirements and Recommendations

Philosophy 101, 103, 105, 107 and 211 have no prerequisites. Any 100-level course or 211 is recommended as preparation for a 200- or 300-level course, though the instructor may grant permission on an individual basis to equivalently prepared students.

A philosophy minor consists of any six courses in the department, only two of which may be 100-level courses. A philosophy major consists of nine courses in philosophy, including 211; at least two out of 205, 207, and 208; 400 (Senior Seminar) and 460 (Senior Thesis). No more than two 100-level courses may be counted toward the major, and the major must include at least one 300-level course.

Distribution Requirements

Any course offered by the department may be used to satisfy the distribution requirement in history/philosophy.

101 Introduction to Philosophy A study of selected philosophical texts which deal with perennial themes such as knowledge, happiness, justice, death, and the nature of reality. The goal is to develop the ability to read about, reflect on, and comment on philosophical issues.

Staff

103 Critical Thinking An informal logic course designed to help students reflect upon and enhance their ability to think analytically and creatively. Discussions and exercises focus on techniques for the clarification of language, argument identification and evaluation, evidence assessment, the identification of informal fallacies and pseudo-arguments, etc.

Mr. Walters

105 Contemporary Moral Issues A study of moral problems facing individuals in our society. Selected readings dealing with moral disputes in business, politics, international affairs, medicine, and social policy will be discussed, along with the ethical theories which the various sides use to make their cases.

Staff

107 Environmental Ethics A study of the ethical issues raised as we attempt to deal with environmental questions such as waste disposal, pollution, land use, our treatment of animals, and the conservation and preservation of natural resources. Do biotic systems, species or non-humans have rights? What are our obligations to or regarding such objects? How are we to decide between environmental values and human needs or wants? How do we balance current needs against our concern for future generations?

Mr. Coulter

205 Classical Greek and Roman Philosophy A study of the philosophers and philosophies of ancient Greece and Rome. Major emphasis will be on the Pre-Socratics, Plato, Aristotle, and Hellenistic Neoplatonism.

Ms. Portmess

207 Early Modern Philosophy A study of the major figures in Seventeenth and Eighteenth-Century European Philosophy. Detailed attention will be given to the major Rationalists, Descartes, Spinoza, and Leibniz, and to the major Empiricists, Locke, Berkeley and Hume. Important secondary figures such as Francis Bacon, Hobbes, Pascal, and Malebranche will also be studied.

Mr. Coulter

208 Kant and Nineteenth-Century Philosophy A study of the leading European and American thinkers of the nineteenth century, including readings from Kant, Hegel, Feuerbach, Marx, Mill, Kierkegaard, Nietzsche, Peirce and William James.

Mr. Walters

211 Logic and Semantics An introduction to formal logic and a study of the formal uses of language, with particular reference to the nature of inference from premises to conclusion; rules for deductive inference; construction of formal proofs in sentential logic; the nature of the language; informal inferences and fallacies; and theory of definition.

Mr. Ruesga

217 Worldviews, Meaning and Commitment A study of the nature, construction and critical examination of worldviews, or ways of knowing—the mythic, the religious, the scientific, the philosophical and the aesthetic—by which we arrive at philosophies of life. The course will focus especially on the relationship between meaning and commitment, and will examine strategies for the articulation, comparison and evaluation of worldviews. Readings will be drawn from philosophy, poetry and fiction.

Mr. Walters

230 Ethical Theory A study of the major figures and schools in the Western ethical tradition. Attention will

be paid to selections from representative philosophers from Plato to twentieth century thinkers such as Moore and Rawls. Specific issues to be examined include the nature of rights and responsibilities, virtue, ethical relativism and divine-command theory.

Staff

334 Philosophy of Art A survey of the major paradigms in the history of aesthetic theory (e.g., formalism, representationalism, expressionism, etc.), with emphasis on the relation of aesthetics to other aspects of philosophy. Such issues as the nature and function(s) of art and the qualifications of a good critic will be discussed.

Mr. Ruesga

337 Philosophy of Religion A study of philosophical efforts to understand and to justify religious beliefs. The course will examine the writings of philosophers who have answered such questions as "What is Religion?" "Is a natural theology possible?" "What is the importance or significance of specifically religious experiences?" "What account can we give of the meaning of religious claims?" "How can we mediate between apparently conflicting religious beliefs?"

Mr. Coulter

340 American Philosophy A study of the major figures in colonial, early republic, nineteenth and twentieth century Colonial and U.S. philosophy. Detailed attention will be given to four primary schools of thought: deism, transcendentalism, pragmatism and historicism. Important secondary movements such as puritanism and evolutionism will also be considered.

Mr. Walters

400 Senior Seminar A discussion of at least four important texts by twentieth-century philosophers, representing major movements.

Staff

460 Senior Thesis An individualized study project involving the research of a topic and the preparation of a major paper. This will normally be done during the fall or spring semester of the senior year.
Prerequisite: major or minor in philosophy.

Staff

Physics

Professors Aebersold and Marshall
Associate Professors Aldinger, Cowan and Pella
(*Chairperson*)

Assistant Professors Good and Luehrmann
Laboratory Instructors Cooper, Hayden, Moore and Walz

Overview

Within wide limits, a physics major can be tailored to meet the needs and desires of individual students. A major in physics is appropriate for those who enjoy the subject and who have no particular career in mind. It is also suitable preparation for careers ranging from government and law to theoretical physics and molecular biology. Gettysburg physics graduates have selected a wide range of fields for graduate study, including astronomy; astrophysics; biophysics; business; geophysics; environmental, electrical, nuclear and ocean engineering physics; and physiological psychology.

Persons who become physics majors ought to be curious about the ways of nature and have a strong urge to satisfy this curiosity. Their success depends upon their ability to devise and perform meaningful experiments, their intuitive understanding of the way nature behaves, and their skill in casting ideas into mathematical forms. No two majors are endowed with precisely the same division of these talents, but they must develop some proficiency in each.

Courses in the department emphasize those theories and principles that give a broad, unifying understanding of nature and the analytical reasoning needed for their use. Laboratory training stresses the design of experiments, the techniques of precise measurement, and the interpretation of data.

Requirements and Recommendations

The physics department offers both a Bachelor of Science and Bachelor of Arts degree for the major.

B.A. requirements:

A minimum of nine physics courses including Physics 111, 112, 213, 240, 310, 319, 325, 330, and one additional course chosen from 312, 352, or 381 are required of all majors. This minimum major is more than adequate preparation for physics certification for secondary school teaching and industrial or government laboratory work. Anyone for whom graduate study is a possibility should plan to take the additional courses described under the B.S. requirements below. Students are not permitted to take more than twelve courses in the department without the permission of the department, unless the thirteenth course is Physics 462 (Independent Study).

In addition, all majors must complete mathematics courses through Mathematics 212 or its equivalent. Majors are expected to exhibit increasing competence with computers as they progress through the courses in the physics curriculum.

First year students who are considering a major in physics should enroll in Physics 111, 112, and Mathematics 111, 112, if possible. While it is desirable for majors to follow this first year program, students may accomplish a full major in physics even if they take Physics 111, 112 in their sophomore year.

B.S. requirements:

In addition to the eight core courses specified above, the B.S. degree requires Physics 341 (Independent Study), and two additional courses in physics chosen from 312, 352, or 381. Candidates for the B.S. degree must also complete Mathematics 363. Students planning to continue graduate work in physics should plan on following this course of study.

Minor:

A minor in physics consists of Physics 111, 112, Physics 213, plus any three additional courses in physics beyond the 100 level.

Distribution Requirements

The laboratory science distribution requirement may be satisfied by taking Physics 101 and 102, Physics 111 and 112, Physics 101 and 111, or by taking Astronomy 101 and 102.

The prerequisites listed below in the course descriptions are meant only as guides. Any course is open to students who have the permission of the instructor.

Special Facilities

In addition to well-equipped laboratories in nuclear physics, atomic physics, electronics, optics, and plasma physics, the facilities of the department include a planetarium and an observatory. The observatory features a 16" Cassegrain telescope with a computer-controlled drive, a UVB photometer, and an astronomical spectrometer.

Computational resources include a microcomputer-equipped introductory laboratory, a microcomputer resource room, a microvax, two Sun workstations, and terminals to access the College mainframe computer, a Sun 4/690. In addition, the department is networked to all other computing resources on campus, including Internet.

Support facilities in Masters Hall include the physics library, a machine shop, and an electronics shop.

Engineering

The department administers the Dual-Degree Engineering Program with Columbia University,

Washington University in St. Louis, and Rensselaer Polytechnic Institute. Students selecting this program take Physics 111, 112, and 213, and graduate from Gettysburg with a major in physics upon successful completion of an engineering degree at Columbia, Washington University in St. Louis, or RPI. The Dual-Degree Engineering program is further described on page 50.

More details regarding the physics and the Dual-Degree Engineering Program are described in the *Handbook for Students* prepared by the Physics Department. Majors and prospective majors should request a copy from the Physics Department office.

101 Solar System Astronomy An overview of the behavior and properties of planets, satellites, and minor members of the solar system. Subjects include basic phenomena of the visible sky, gravitation and orbital mechanics, the results of telescopic and space research, and theories of the origin and evolution of the solar system. This course is designed to satisfy the laboratory science distribution requirement for non-science majors. Three classes and a laboratory.

Mr. Marshall

102 Stellar Astronomy An overview of current knowledge about the universe beyond the solar system from a physical and evolutionary standpoint. Subjects include observational properties of stars, methods of observation and analysis of light, the nature of stellar systems and interstellar material, principles of stellar structure and evolution, and the overall structure and development of the physical universe. *Prerequisite:* Astronomy 101 or permission of the instructor. Three classes and a laboratory.

Mr. Marshall

101 Introduction to Contemporary Physics An introduction to twentieth-century physics providing the student with an overview of the fundamental principles of classical physics, including gravitation and electromagnetism, the theory of relativity and quantum mechanics. The course includes a discussion of the fundamental forces of nature; nuclear and atomic physics; elementary particles; grand unified theories; and cosmology, including the origin and fate of the universe. The course will satisfy the laboratory science distribution requirement for non-science majors. Does not count toward the major. Three class hours and three laboratory hours.

Mr. Aldinger

102 Contemporary Physics A continuation of Physics 101 designed for the non-science major. The

course will concentrate on the relationship between the physical principles developed during the first semester and the world in which we live. Topics will include heat and thermodynamics, fluid mechanics, optical instruments, electricity and circuits, medical diagnostics, and radiation effects. Not appropriate for students taking Math 112. *Prerequisite:* Physics 101. Three class hours and three laboratory hours.

Mr. Good

111 Mechanics and Heat Introduction to classical mechanics and heat: laws of motion; conservation of energy, linear momentum, and angular momentum; laws of thermodynamics; kinetic theory and ideal gas laws. Differential and integral calculus is introduced and used. *Prerequisite:* Mathematics 111, which may be taken concurrently. Four class hours and three laboratory hours.

Ms. Luehrmann

112 Waves and Electricity and Magnetism

Electrostatic fields, currents, magnetic fields, magnetic induction, and Maxwell's equations. Other topics include waves, light as a propagating electromagnetic disturbance, and optics. *Prerequisite:* Physics 111. Four class hours and three laboratory hours.

Mr. Cowan

213 Relativity and Modern Physics Special theory of relativity, including four-vector notation. Other topics include black body radiation, photoelectric and Compton effects, Bohr theory, uncertainty principle, wave packets, and introductions to nuclear physics and particle physics. *Prerequisite:* Physics 112. Three class hours and three laboratory hours.

Mr. Pella

240 Electronics Principles of electronic devices and circuits using integrated circuits, both analog and digital, including amplifiers, oscillators, and logic circuits. *Prerequisite:* Physics 112. Two class hours and six laboratory hours.

Mr. Good

310 Atomic and Nuclear Physics Introduction to quantum mechanics. Potential wells, barriers, one electron atoms, and multielectron atoms are studied. Other topics include nuclear models, decay, and nuclear reactions. Three class hours and three laboratory hours. *Prerequisite:* Physics 213.

Mr. Pella

312 Thermodynamics and Statistical Physics

Temperature, heat, the first and second laws of thermodynamics, and introductory statistical mechanics of physical systems based on the principle

of maximum entropy. Topics include the ideal gas, Fermi-Dirac and Bose-Einstein "gases," electrons in metals, blackbody radiation, low temperature physics, and elements of transport theory. *Prerequisite:* Physics 213. Three class hours.

Mr. Aldinger

319 Classical Mechanics An intermediate-level course in mechanics for upperclass physics majors. Topics include generalized coordinate systems, systems of many particles, rigid-body dynamics, central forces, oscillations, and the formalisms of Lagrange and Hamilton. *Prerequisites:* Physics 213 and Mathematics 211. Three class hours.

Ms. Luehrmann

325 Advanced Physics Laboratory A laboratory course with experiments drawn from various areas of physics, such as optics, electromagnetism, atomic physics, and nuclear physics, with particular emphasis on contemporary methods. Error analysis and experimental techniques are stressed.

Staff

330 Electricity and Magnetism An intermediate course in electromagnetism, including vector fields and vector calculus, electrostatic field theory, dielectrics, magnetic phenomena, fields in matter, Maxwell's equations, Laplace's equation and boundary value problems, and electromagnetic waves. *Prerequisites:* Physics 112 and Physics 319. Three class hours.

Mr. Aldinger

341 Quantum Mechanics An introduction to the Schrodinger and Heisenberg formulations of quantum mechanics. Topics covered include free particles, the harmonic oscillator, angular momentum, the hydrogen atom, matrix mechanics, the spin wave functions, the helium atom, and perturbation theory. *Prerequisites:* Physics 310 and 319, Mathematics 363. Three class hours.

Ms. Luehrmann

352 Optics and Laser Physics An intermediate treatment of physical optics and laser physics. Topics include the electromagnetic theory of light, interference, diffraction, coherence, holography, Fourier optics, fundamentals of laser operations, laser spectroscopy, and fiber optics. Three class hours and three laboratory hours. *Prerequisites:* Physics 310 and Mathematics 211 or permission of Instructor.

Mr. Cowan

381 Special Topics in Physics Topics in physics not covered in the usual curriculum. Topics to be covered will vary from year to year and may include relativity;

astrophysics; advanced topics in modern optics, solid state physics and electromagnetism; fundamental particles and nuclear structure; the physics of plasmas and various mathematical topics in physics (topology, special functions, fractals). *Prerequisites:* Upper division standing and approval by instructor. Three class hours.

Staff

452 Tutorials: Special Topics Designed to cover physics or physics-related topics not otherwise available in the curriculum. Open to upperclass physics majors who arrange with a staff member for supervision. Possible areas of study include advanced electronics, medical physics, astrophysics, acoustics, and optics. *Prerequisite:* Approval by department.

Staff

462 Independent Study in Physics and Astronomy Experimental or theoretical investigation of a research-level problem selected by a student in consultation with a staff member. Students should arrange with a staff member for supervision by the end of the junior year. Open only to second semester senior physics majors. Results of the investigation are reported in a departmental colloquium. *Prerequisite:* Approval by department.

Staff

474 Internship Research participation during the summer at a recognized research laboratory such as Argonne National Labs, Department of Energy Laboratories, or Oak Ridge. Individual students are responsible for obtaining acceptance to these programs. In most cases students will be required to describe their participation in a departmental colloquium. *Prerequisite:* Completion of sophomore year and departmental approval.

Mr. Pella

Political Science

Professor Mott (*Chairperson*)

Associate Professors Borock, D. Tannenbaum and Warshaw

Assistant Professors Dawes, DeClair, Gaenslen, Hardt and Iannello

Adjunct Assistant Professors Duncan and Johnston
Instructor Hartzell

Overview

The department aims at providing an understanding of the study of politics, emphasizing the methods and approaches of political science and the workings of political systems in various domestic, foreign, and international settings.

The program provides balance between the needs of specialists who intend to pursue graduate or professional training and those who do not. Courses offered in the department help prepare the student for careers in politics, federal, state, and local government, public and private interest groups, business, journalism, law, and teaching.

Requirements and Recommendations

The requirements for a major in political science are as follows. Majors in the department are required to take a minimum of eleven courses in political science. Majors are required to take four introductory courses: Political Science 101, 102, 103, and 104. These courses are designed to introduce the students to the discipline and to the types of issues that are important to political scientists. The 100-level courses may be taken in any order, and they should be completed by the end of the sophomore year. All students must take Political Science 215 (Political Science Research Methods) as sophomores or first semester juniors. Among the six courses needed to complete the major, students must take three courses in three different subfields at the 200 level, and two courses within those same subfields at the 300-400 level. The remaining requirement may be satisfied with any upper-level course. The foregoing requirements take effect with the Class of 1997.

Students are encouraged to take internships for academic course credit, but they are graded S/U and do not count toward the major requirements. Political science courses taken off campus will satisfy 200-level requirements only.

Requirements for a minor in political science are as follows: successful completion of any two 100-level courses and any four upper-level courses which normally count toward the major, provided that they do not all fall into the same subfield.

Departmental honors in political science will be awarded to graduating majors who have achieved an average of 3.5 in political science courses and who have successfully completed a significant research project in the senior year. Junior majors who are advised that they qualify for honors are responsible for choosing a faculty member to direct the project and for enrolling with that faculty member in 450 and 460 during their senior year. A second faculty member will act as a reader of the completed work. Those who achieve honors are expected to present their work in a public forum.

Students interested in political science are urged to take basic courses in history and economics during

their first two years. In the junior and senior years, majors are urged to participate in departmental seminars, individualized study, and internships.

Distribution Requirements

Any of the following courses may be counted towards the College distribution requirements in social sciences: 101, 102, 103, and 104. The following courses may be counted towards the College distribution requirement in non-Western culture: 270, 271 and 363.

Special Programs

Qualified students may participate in off-campus programs, such as the Washington Semester, The United Nations Semester, and Study Abroad.

Introductory Courses

101 American Government Examination of the institutional structure and policy-making process of national government as reflections of assumptions of liberal democracy and the American social and economic systems. In addition to the legislative, executive, and judicial branches of government, political parties, interest groups, and elections are considered.

Mr. Dawes, Ms. Hardt, Mr. Mott,

Ms. Iannello, Ms. Warsaw

102 Introduction to Political Thought Analysis of political philosophies dealing with fundamental problems of political association. The course will examine concepts of power, authority, freedom, equality, social justice, and order as expressed in works of philosophers from Plato to Marx.

Mr. Tannenbaum, Staff

103 Introduction to International Relations Examination of the behavior of nation-states in the international system from a micropolitical perspective that encompasses such topics as nationalism, power, and war, as well as from a macropolitical perspective that stresses broad trends such as political and economic interdependence and the effects of modernization.

Mr. Borock, Ms. Hartzell

104 Introduction to Comparative Politics Introduction to the structures and processes of political institutions in major types of political systems, including parliamentary systems, the countries of the former Soviet Bloc system, and systems in developing countries.

Mr. DeClair, Mr. Gaenslen

Methodology

215 Political Science Research Methods

Introduction to quantitative research methods and their application to the study of politics. Topics include empiricism, survey research and polling, electoral behavior, and public opinion. Special attention is given

to research design, data collection, data processing, and statistical analysis. *Prerequisites:* Completion of three of the following: Political Science 101, Political Science 102, Political Science 103, and Political Science 104, or permission of the instructor.

Mr. Dawes, Mr. DeClair, Mr. Duncan

American Government

220 Urban Politics Study of the changing patterns in American urban life. Particular attention will be given to the governing of urban America in the past, present, and future, and the structure of power that has affected urban policy decisions. *Prerequisite:* Political Science 101 or permission of the instructor.

Staff

223 U.S. Congress Study of the United States Congress, focusing on theories of representation, nomination and electoral processes, internal organization of Congress, influences on Congressional policy-making, and Congressional interaction with other participants in the policy process. *Prerequisites:* Political Science 101 or permission of the instructor.

Ms. Warshaw

224 The American Presidency Study of the presidency in the American political system, including presidential selection, presidential leadership and decision-making, the president's advisors, and the role of the presidency in the policy-making process. *Prerequisites:* Political Science 101 or permission of the instructor.

Ms. Warshaw

225 American Constitutional Law Study of the judicial process in the United States, with particular focus on the Supreme Court and its historical role in nation-building, establishing principles of federalism and the separation of powers, and determining the scope of personal and property rights. *Prerequisites:* Political Science 101 or permission of instructor.

Mr. Mott

322 Civil Rights and Liberties Study of selected problems involving interpretations of the Bill of Rights. Attention will be given to both the evolution and current standing of issues treated by the Supreme Court. *Prerequisites:* Political Science 101 and Political Science 225, or permission of the instructor.

Mr. Mott

331 Political Parties in American Politics

Examination of political parties, their role in democracy, and the nature of the party system in relation to other social and political processes. Aspects of voting behavior and campaign techniques

are considered. *Prerequisites:* Political Science 101 and Political Science 215 or permission of the instructor.

Mr. Dawes

International Politics

242 United States Foreign Policy Examination of the formulation of policy within the national government structure, including the varying perspectives on goals and objectives; the implementation of policy; and the impact of policy domestically and internationally. Topics include decision-making; foreign economic policy; military intervention; alliance systems; regionalism; foreign aid; North-South confrontations; and the transition to post Cold War objectives. *Prerequisite:* Political Science 103 or permission of the instructor.

Mr. Borock

251 Political Economy of Advanced Industrial Societies

This course explores the scope and implications of interdependence among the advanced industrial societies in the global system, as well as the political determinants of international economic developments. Alternative theoretical perspectives on the international political economy are examined, as well as the nature of the structure and management of the international economic system that was created by the industrialized countries after World War II. *Prerequisite:* Political Science 103 or permission of the instructor.

Ms. Hartzell

252 North-South Dialogue This course is concerned with the political economy of North-South relations. Examining the distribution of wealth between the developed and developing countries of the world, this course focuses on the political and economic factors that have made global inequality a central characteristic of the relationship between the North and the South. Important issues of the contemporary period such as North-South trade, the debt crisis, foreign aid, and famine are investigated and the developmental prospects for the South are assessed. *Prerequisite:* Political Science 103 or permission of the instructor.

Ms. Hartzell

340 Models and Policy Analysis Examination of policy options and policy consequences through the use of broad based computer global models and decision models. Students will address the question of policy change vs. policy adaptation by developing scenarios that focus on present and future international issues or problems, testing assumptions about how to address these issues and problems, formulating and implementing policies that cope with them,

and assessing the effectiveness of their strategies. Examples of scenarios are: Global Warming; nuclear proliferation; North-South inequities; environmental protection; population growth; arms racing; economic trade, development and modernization; and resource availability and use. *Open to Juniors and Seniors or others by permission of the instructor.*

Mr. Borock

344 U.S. National Security Policy Examination of the views of decision makers toward the various types of threats to the U.S., the processes by which they develop policy to protect the U.S. and its interests, and the effects of those policies. Attention will be given to the transition from Cold War security policy to the development of post Cold War policy. Topics will include: the expansion of security issues; decision making; defense spending; new roles for the military and intelligence community; regionalism; and nuclear proliferation. *Prerequisite:* Political Science 103 or permission of the instructor. Political Science 242 is recommended.

Mr. Borock

346 Approaches to International Relations

Examination of the various ways in which students of international relations attempt to understand and describe the behavior of states within the international system. Attention will be given to the assumptions and perspectives that influence scholarly work in the field of international relations. Topics will include: the emphasis on power and the influence of realism; approaches to conflict, violence, war, and revolution; problems of international cooperation focusing on interdependence and transnationalism; integration, alliance formation, and regionalism; economic causes of conflict; and alternative views of decision making. *Prerequisite:* Political Science 103 or permission of the instructor.

Mr. Borock

Comparative Politics

260 West European Politics A study of the government and politics of France, Germany, and Great Britain. Analysis of the development of their political institutions, the social and cultural factors affecting their political systems, the alignment of political forces, and the structures and processes of decision making. *Prerequisite:* Political Science 104 or permission of the instructor.

Mr. DeClair

270 Government and Politics in China An introduction to the domestic politics of China, particularly since 1949. Topics include the historical legacy, ideology, political institutions, elite-mass relations, the policy process, developmental strategies,

and efforts at reform. *Prerequisite:* Political Science 104 or permission of the instructor.

Mr. Gaenslen

271 Government and Politics in Japan An introduction to post-World War II Japanese politics, involving comparison with political patterns elsewhere in the industrialized world. Topics include the historical legacy, political structures and processes, elite-mass relations, and the nature of the connection between business and government. *Prerequisite:* Political Science 104 or permission of the instructor.

Mr. Gaenslen

275 Latin American Politics This course is designed as an introduction to Latin American politics. Its focus is on the political issues surrounding economic development in the Latin American context: the political preconditions, the policy choices of Latin American regimes and leaders, and the political consequences of development in general and of those policy choices in particular. Thus, the course is also about political development, about the ways in which politics has unfolded in Latin America. The course also compares the political systems and development trajectories of Latin American countries to other countries in the world. *Prerequisite:* Political Science 104 or permission of instructor.

Ms. Hartzell

361 The European Community—Progress and Policy An examination of the development of interstate integration by considering the processes of cultural, political, and economic change taking place in the European Community. We will analyze the historical development of this important international organization. In addition, we will undertake detailed case studies of the major policy questions currently being addressed by the various supra-national organizations of the European Community. *Prerequisite:* Political Science 104 or permission of instructor. Political Science 260 is recommended.

Mr. DeClair

362 Peasants, Politics, and Rebellion Peasants as political actors with a focus on rural ecology and economy, peasant mentality and culture, and theories of rebellion and revolution. *Prerequisite:* Political Science 104 or permission of instructor.

Mr. Gaenslen

363 The Politics of Developing Areas Introduction to the study of political development and underdevelopment, including approaches to Third World politics; the nature of traditional politics;

disruptions caused by colonialism and imperialism; the reformation of domestic politics; and contemporary political processes and problems.

Prerequisite: Political Science 104 or permission of the instructor.

Mr. Gaenslen

366 New Politics and Social Movements In recent years many new political movements have become increasingly active in dealing with such concerns as environmental protection, sexual equality, nuclear energy, as well as other "new" issues of advanced industrial societies. This class will examine the competing theories which attempt to explain the development of these new movements. We will also attempt to determine whether or not these movements are new political actors or just old interest groups with new issues. These questions will be addressed in a comparative framework drawing upon examples from a variety of advanced industrialized societies. *Prerequisite:* Political Science 101 and Political Science 104.

Mr. DeClair

Political Theory

280 Modern Political Ideologies Study of the philosophical content and the role of political ideologies in the modern world, with emphasis on liberalism, socialism, communism, and fascism. The concept of ideology, historical development and the intersection and overlap of ideologies, and the influence of ideologies on political behavior will also be considered. *Prerequisite:* Political Science 102 or equivalent.

Mr. Tannenbaum

381 American Political Thought Study of the development of political thought in America from the colonial period to the present. In addition to examining individual writers and movements, the course will consider the relationship of the ideas examined to the broader tradition of Western political philosophy. *Prerequisite:* Political Science 102 or equivalent.

Mr. Tannenbaum

382 Feminist Theory in American Politics This course will examine the role of feminist political thought in American politics. It will consider the various strains of feminist theory including Liberal, Marxist, Radical, and Anarchist theories, with particular emphasis on the kinds of feminist political participation that emerge from Liberal and Anarchist political ideals. Additionally, this course will provide a context in which key concepts such as politics and power may be reconceptualized from an American

feminist point of view. *Prerequisite:* Political Science 102 or permission of instructor.

Ms. Iannello

Advanced Courses

200, 300 Topics in Political Science

Exploration of an announced topic chosen each year or every other year by the department. Among the Special Topics currently offered are the following:

306 Interest Groups An analysis of the significance of organized interest groups in the political process. Various theories of group formation will be applied to the mobilization of groups. We will look at the numerous characteristics of interest groups and how these characteristics determine success in the political arena. The representativeness of interest groups will be assessed, both in terms of which groups succeed in organizing and in the variations in resources. The methods employed by such groups to influence public policy (electoral activities, lobbying, litigation, monitoring the bureaucracy, etc.) will also be considered.

Ms. Hardt

307 Media and Politics Discussion of the role of the media in politics including how media, and the impact of the media on campaigns, including media polls, campaign coverage and commercials. This course also examines the political and social messages of several "entertainment media", such as television and films, as well as the dynamics behind those messages.

Ms. Hardt

400 Seminars Advanced study of domestic, foreign, or world politics or political theory. A common core of reading and written reports by each student is provided. Although topics differ each year and will be announced in advance, several seminars are offered routinely and are listed below.

401 Executive Policy Making Study of the constraints in the presidential policy-making process. Included is an examination of the bureaucratic, constituent, and congressional impact on the development of policy options in executive decision making. Students are responsible for a major term paper which involves a considerable amount of independent research. *Prerequisite:* Political Science 101 and Political Science 224 or permission of instructor.

Ms. Warshaw

402 American Voting Behavior and Electoral Politics A survey of the research literature on

political participation and vote choice in the U.S. Also considered are the various functions elections serve in a democracy, as well as the relative merits of aggregate and individual-level approaches to the study of the politics of the mass electorate. Emphasizes contemporary American Politics, but also includes analysis of historical and comparative aspects of voting behavior. *Prerequisite:* Political Science 101 or permission of instructor.

Mr. Dawes

405 Executive-Legislative Relations This seminar examines the complex institutional and political relationship between the Executive and Legislative branches of the Federal government. *Prerequisite:* Political Science 101 and Political Science 224.

Ms. Warshaw

406 Politics of Poverty Consideration of the definitions of poverty and the location of the problem within the federal political system. Attention is given to competing ideologies/theories of the development of poverty in urban areas and corresponding proposals/solutions offered by each perspective. *Prerequisite:* Political Science 101 or permission of instructor.

Ms. Iannello

409 Comparative Political Economy This course is intended to introduce the student not only to the workings of domestic economic systems but also to some of the main analytical frameworks which political economy uses to examine these systems. The comparative focus of the course on issues of political economy is thus two-fold: use will be made of the comparative methods as well as of the different theoretical approaches to understanding domestic political economies. To that end we will focus on the relationship between political systems, regime types, ideology, and economic systems and the effects these have on certain public policy outcomes. *Prerequisites:* Political Science 103, and Political Science 251 or Political Science 252 recommended, or permission of instructor.

Ms. Hartzell

412 Politics and Film

This course is about America and Hollywood. It is about real politics and reel politics, and designed to introduce an understanding of politics through the mirror of the American film. We will have the opportunity to examine and compare how fictional films have depicted political topics, issues and values (such as the political process, the U.S. Supreme Court, poverty, racism, genocide, and old-fashioned political machines) and their reality, as captured in

books and documentary films. This is not a course which is primarily concerned with cinema as an art form or as a business; film is viewed chiefly as a medium for examining fundamental political questions. Throughout, heavy emphasis will be placed on class participation and writing, with all members having the opportunity to lead discussions and work in small groups. *Prerequisite:* Political Science 101 and Political Science 102 or permission of instructor.

Mr. Tannenbaum

Individualized Study Intensive research on an approved topic presented in oral or written reports, under the supervision of a member of the department faculty.

Staff

Internship A minimum six weeks of on-site participation in administration with a public or private organization under the supervision of a member of the department faculty. Available during the fall or spring semesters or during the summer.

Staff

Honors Opportunity for highly-qualified students to participate in a program of original research under the supervision of a member of the department faculty. Each student will complete a thesis and present her or his research in a public forum.

Staff

Psychology

Professors: D'Agostino, Haaland (*President*), Mudd, and Pittman (*Chairperson*)

Associate Professors Riggs and Bornstein

Assistant Professors Arterberry, Cain, Fincher-Kiefer, Manza, Sivi, and Tykocinski

Overview

The department emphasizes experimental psychology in all of its course offerings. The objective of the department is to promote knowledge of the causes of behavior, with emphasis on the formation of a scientific attitude toward behavior and appreciation of the complexity of human personality. This objective is approached by providing a representative array of courses in psychology, including seminars, special topics, independent reading, and independent research, and by providing selected opportunities for field work. Direct experience with the major methods, instruments, and theoretical tools of the discipline is emphasized throughout.

Requirements and Recommendations

Psychology 101 is a prerequisite for all other courses in the department. Requirements for a major include Psychology 101, 205, 305, 341, two advanced laboratory courses, one from each of the following two groups: (a) 318, 321, 327, 328 and (b) 315, 316, 317, 336, and three additional courses in psychology. Most laboratory courses have a 200-level course as a prerequisite. Students may, with the agreement of a faculty sponsor, substitute an individualized empirical research project for one of the required advanced laboratory courses. Majors must earn a grade of C or better in both Psychology 205 and 305.

It is possible for those who have scored 60 or above on the CLEP (College-Level Examination Program) General Psychology examination to waive the introductory course (Psychology 101) and to qualify for advanced placement in the department. Write: College Board, Box 1822, Princeton, NJ 08540 for information about taking the CLEP exam.

An individualized study as well as experience in the use of the computer and/or training in computer science are highly recommended for those planning to go on to graduate work. Students should consult with their advisers for specific information on the prerequisites for work at the graduate level in the specialized areas of psychology.

Honors Research Program

This program provides outstanding students with an intensive research experience. Invitations for participation may be extended to students who have a GPA of 3.5 in Psychology 101, 205, and 305. These courses should be completed by the end of the sophomore year.

Students in this program will take two advanced laboratory courses in the junior year (priority will be given at registration), and will enroll in Psychology 450 (Honors Research) in their senior year (an honors thesis may be substituted for Psychology 450—see Honors Thesis course description below). The results of these honors research projects will be presented at the Spring Undergraduate Research Colloquium. Students will also be expected to attend departmental colloquia and other departmental events.

Requirements for Departmental Honors

Departmental Honors are awarded to graduating majors who, in the combined judgement of the staff, have demonstrated academic excellence in course-work in the major, and who have completed the

individualized empirical research project, honors research, or an honors thesis.

Distribution Requirements

Psychology 101 may be used to fulfill the distribution requirement in social sciences.

101 General Psychology An introduction to the basic scientific logic, facts, theories, and principles of psychology, including the study of human motivation, learning, emotion perception, thought, intelligence, and personality. Some attention is given to the applications of psychology. Repeated spring semester. May be used toward fulfilling the distribution requirement in the social sciences.

Staff

205 Introduction to Statistics Introduction to descriptive and inferential statistical methods. Laboratory work involves the use of a computer software package that allows for the application of statistical procedures. Credit may not be granted for this course and Mathematics 107 or Economics 241. Offered each semester. *Prerequisite:* High school algebra. Required of all majors. Three class hours and three laboratory hours.

Ms. Arterberry, Mr. Sivity

210 Behavioral Economics and Social Engineering

Introduction to behavioral economics and the implications of that field for social planning in a high mass consumption society. The potential contribution of behavioral systems analysis and social science research to more effective social and economical planning is considered in the context of a "think tank" course model. One three-hour seminar (arranged) and one group field survey are required in the course of the semester. Alternate years.

Mr. Mudd

212 Industrial and Organizational Psychology

An introduction to industrial and organizational psychology, including theory and practice in the following areas: personnel, organizational behavior and development, training, and the place of work in the psychological makeup of humans and human society. Equal attention is given to theory and applications. Several group projects are required in addition to the normal examination pattern. Three class hours offered in alternative years with Psychology 210.

Mr. Mudd

214 Social Psychology Review of current psychological theory and research in social psychology. Topics include attitude and behavior

change, conformity, attraction, interpersonal perception, and psychological aspects of social interaction.

Ms. Riggs, Ms. Tykocinski, Mr. Pittman

215 Human Cognition Introduction to cognitive psychology. Topics covered include perception, attention, memory, learning, forgetting, language comprehension, reasoning, and problem solving. Theories are presented concerning cognitive processes and empirical evidence is considered that might challenge or support these theories.

Ms. Fincher-Kiefer, Mr. Manza

221 Basic Dynamics of Personality An introduction to the major approaches to personality, including psychodynamic, behavioral, humanistic, and trait models. General issues and problems which arise in the study of personality are considered, and the importance of empirical evidence is emphasized.

Mr. Bornstein, Mr. Manza

225 Developmental Psychology: Infancy and Childhood The psychological development of the individual from conception to adolescence. Theory, methodology, and research are presented in the areas of perception, learning, cognition, language, social, and moral development. Students who take this course may not take Psychology 227 or Psychology 228.

Ms. Arterberry, Ms. Cain

227 Cognitive Development The psychological development of the individual from conception through adolescence. Theory, methodology, and research are presented in the area of perception, cognitive, and language development.

Ms. Arterberry

228 Social and Personality Development The psychological development of the individual from infancy to adolescence. Theory, methodology, and research are presented in the areas of family and peer relationships, motivation, social cognition, moral development, and developmental psychopathology. *Prerequisite:* Psychology 227 or permission of the instructor.

Ms. Cain

236 Introduction to Brain and Behavior Introduction to the anatomical, physiological and biochemical bases of human behavior. Topics will include sleep and dreams, development, learning and memory, motivation and emotions, language and other higher functions, and psychopathology. Emphasis will be on developing an ability to

conceptualize psychological phenomena in biological terms.

Mr. Sivi

305 Experimental Methods An introduction to scientific method and experimental design. Emphasis is placed on the logical development of new ideas, kinds and sources of error in experimentation, methods of control, design and analysis of experiments, and scientific communication.

Prerequisites: Psychology 101 and Psychology 205.

Three class hours and three laboratory hours.

Ms. Fincher-Kiefer, Ms. Riggs, Mr. D'Agostino, Mr. Pittman

315 Thinking and Cognition In-depth examination of the cognitive processes involved in language comprehension, problem solving, reasoning, and decision making. Current research and existing theories will be surveyed. Research will be conducted in one of the areas of investigation. *Prerequisites:* Psychology 215, or permission of the instructor, and Psychology 305. Three class hours and three laboratory hours.

Ms. Fincher-Kiefer, Mr. Manza

316 Perception Introduction to sensory and perceptual processes in vision. Lectures deal with sensory coding, feature detection, figural synthesis, and semantic integration. Laboratory work includes several minor studies and one major two-person group research study on a special topic of the students' own choice. *Prerequisite:* Psychology 305. Three class hours and the equivalent of three laboratory hours.

Mr. Mudd

317 Memory and Social Cognition An introduction to human memory and social cognition. Attention will focus on factors known to influence the storage and retrieval of social information. Errors and biases in human judgment will also be examined.

Prerequisite: Psychology 305. Three class hours and three laboratory hours.

Mr. D'Agostino

318 Experimental Social Psychology Study of specific content areas in social psychology. Current theories and empirical data will be used to illustrate experimental designs and relevant methodological considerations. Laboratory work includes the design, execution, and analysis of two original experiments. *Prerequisites:* Psychology 214 and Psychology 305. Three class hours and the equivalent of three laboratory hours.

Ms. Riggs, Ms. Tykocinski, Mr. Pittman

321 Assessment of Personality, Psychopathology, and Intelligence An introduction to the methodological and conceptual issues involved in the construction and use of personality tests and measures of psychopathology. Following a survey of the literature on test development and validation, selected personality, psychopathology, and intelligence tests will be studied in depth. Empirical research on each test will be examined. Each student will also design, conduct, analyze, and write up an experiment evaluating some aspect of a personality test or measure. *Prerequisites:* Psychology 221 and 305. Three class hours and the equivalent of three laboratory hours.

Mr. Bornstein

326 Abnormal Psychology An introduction to psychopathology and abnormal behavior, with particular attention to conceptual, methodological, and ethical issues involved in the study of abnormal psychology. Models of psychopathology and psychodiagnosis are discussed, with an emphasis on the empirical evidence for different models. *Prerequisite:* Psychology 221.

Mr. Bornstein, Mr. Manza

327 Experimental Cognitive Development An intensive study of one or more areas of cognitive development. Emphasis is placed on the unique characteristics of research with children. Laboratory work is conducted in a preschool or day care center. The design, execution, and analysis of a research project is required. *Prerequisites:* Psychology 227; Psychology 305. Three class hours and three laboratory hours.

Ms. Arterberry

328 Laboratory in Social and Personality Development An intensive study of one or more areas of social and personality development, utilizing observational and experimental methods. Emphasis is placed on the unique characteristics of research with children. Laboratory work is conducted in a preschool or day care center and includes the design, execution, and analysis of a research project. *Prerequisites:* Psychology 228; Psychology 205 and 305. Three class hours and three laboratory hours.

Ms. Cain

336 Behavioral Neuroscience Advanced discussion of the topics included in Psychology 236, as well as an in-depth treatment of brain development and the neurochemical basis of behavior. *Prerequisites:* Psychology 236 and 305 or permission of the instructor. Three class hours and three laboratory hours.

Mr. Sivity

341 History of Experimental Psychology A review of the development of experimental psychology to the present. Emphasis is on the role of the reference experiment in setting the course of major programs of research in psychology over the past century. Three demonstration experiments are required.

Mr. Mudd

400 Seminar An opportunity to work on a selected topic in a small group under the guidance of a member of the staff. Not offered every semester. The topic for a given semester is announced well in advance. Enrollment by permission of the instructor. May be repeated.

Staff

Individualized Reading Opportunity to do intensive and critical reading and to write a term paper on a topic of special interest. Students will be expected to become thoroughly familiar with reference books, microfilms, and scientific journals available for library research in the field of psychology. *Prerequisite:* Permission of the instructor. May be repeated.

Staff

Individualized Empirical Research Design and execution of an empirical study involving the collection and analysis of data in relation to some psychological problem under the supervision of a staff member. Students are required to present an acceptable research proposal no later than four weeks following the beginning of the semester or to withdraw from the course. Research culminates in a paper. *Prerequisite:* Permission of the instructor. May be repeated.

Staff

Honors Research Students in the Honors Research Program will take this course in their senior year. The course has two components: (a) a research project, similar to that described under Individualized Empirical Research, in which each student designs and executes an empirical study under the supervision of a staff member; and (b) an honors seminar in which honors students present and discuss their research projects. Students may elect to do their research project in either the fall or the spring semester. The seminar will meet both semesters, and all students will participate in all of the seminar meetings. One course credit will be given in the spring semester. *Prerequisites:* Participation in the Honors Research Program and completion of two advanced laboratory courses.

Staff

Honors Thesis Designed to meet the needs of the clearly superior student. During the senior year each

participant will engage in an original program of research under the direction of a thesis committee. In addition to completing a formal thesis, each student will present and discuss his or her research before the entire staff. Successful completion of the program entitles the student to receive credit for two courses which can be applied towards a psychology major.
Prerequisite: By invitation of the department only.

Staff

Religion

Professors Hammann (*Chairperson*), Moore, and Tipson (*Provost*)
Associate Professors Myers and Trone

Overview

Essential to an understanding of the past and the present is a study of the varied religious experiences and traditions of humankind. The department offers courses in sacred texts, historical traditions, and religious thought and institutions, all of which investigate the complex phenomenon of religion.

Requirements and Recommendations

A major consists of ten courses. Two may be taken outside of the Department; two must be at the 200 level; one must be a 300 or a second 400-level course. A major must also take at least one of the following: Religion 460, 470 or 474. The department encourages qualified students to consider internships and/or overseas study, including the junior year abroad.

A minor consists of six courses. One of the six may be outside of the Department but not in a student's major; at least one must be at the 200 level and at least one must be at the 300 or 400 level.

Any of the following courses, outside of the Religion Department may be counted toward either a major or minor. Other courses may be possible with the permission of the Department.

Classics	230	Classical Mythology
Greek	204	New Testament Greek
Latin	306	St. Augustine
IDS	206	Byzantine Civilization
IDS	211	Perspectives on Death and Dying
IDS	227, 228	Civilization of India
IDS	237, 238	Literature of India
IDS	267	Theatre and Religion
IDS	312	Ancient Egyptian Lang., Lit., Art,
Hist.	311, 312	Medieval Europe
Hist.	313	Renaissance and Reformation

Phil.	105	Contemporary Moral Issues
Phil.	203	Classical Greek and Roman Philosophy

The department's rationale for numbering courses is as follows:

- 100 courses are essentially topical and thematic.
- 200 courses are surveys which usually take a historical approach. The 200 courses are especially appropriate for an introduction to the major. Neither 100 nor 200 courses have a prerequisite and may be taken to fulfill the distribution requirement in Religion.
- 300 courses are more narrowly focused or specialized, often examining in greater detail some issue or area treated more generally in other course in the department.

Since some courses are not offered every year, students should consult with individual instructors when planning their programs. Those planning to earn an advanced degree in religion from a seminary or some other graduate school in religion should consider either a major or a minor in the department.

Distribution Requirements Any 100 or 200 course will fulfill the one course distribution requirement in religion. The difference between a 100 and 200 course is a matter of emphasis rather than degree of difficulty. The following courses also fulfill the distribution requirement in history/philosophy: 220 and 221. The following courses meet the distribution requirement in non-Western culture: 108, 242, 248 and 249. IDS 312 also meets that requirement.

101 Introduction to Religions An overview of several approaches to understanding religious traditions, including the anthropological, historical and psychological. The course will also apply these approaches to an appreciation of select traditions such as Hinduism, Buddhism and Islam that are of historical and contemporary interest. Offered every year.

Staff

105 The Bible and Modern Moral Issues An investigation of the relevance of the Bible for life in the twentieth century. Some issues studied from a biblical perspective include sex roles and sexual relations, economic inequities, and legal injustices. Among topics to be covered are marriage and divorce, homosexuality, women's rights, poverty, war, and peace. Three class hours. No prerequisites. Open to first year students and sophomores only. Offered every year.

Mr. C. Myers

108 Wisdom Literature A comparative study of Job, Psalms, Proverbs, Ecclesiastes, and the Song of Songs, with the wisdom literature of the Sumerians, Egyptians, Babylonians, and other contemporaries and predecessors of the Israelites. Fulfills the distribution requirement in non-Western culture. Offered every year.

Mr. Moore

113 Women in the Ancient World An investigation of the role(s) of woman as reflected in the myths, legends, epics, law codes, customs, and historical records of the Sumerians, Babylonians, Egyptians, Hebrews, Greeks, and Romans. The relevance of some of this for contemporary roles and problems is also examined. Offered every year.

Mr. Moore

117 Topics in Biblical Studies An intensive study of a religious topic, problem, writer, or theme in the field of biblical studies. Offered at the discretion of the department.

Staff

124 Elizabeth to Irene: Women in Christianity I A seminar exploring writings by Christian women and other information about them in laws, theologies, biographies, histories, letters, funeral eulogies, legends, liturgies, and Christian art from the New Testament to the eighth century. This course complements Religion 125, 220, 221, IDS 206, and may count toward a minor in women's studies. Offered every year.

Mr. Trone

125 Theodora to Margery: Women in Christianity II A seminar exploring writings by Christian women and other information about them in laws, theologies, biographies, histories, letters, funeral eulogies, legends, liturgies, and Christian art from the ninth century to the fifteenth century. This course complements Religion 124, 220, 221, IDS 206, and may count toward a minor in women's studies. Offered every year.

Mr. Trone

127 Topics in History of Religions An intensive study of a religious topic, problem, writer, or theme in the field of the history of religions. Offered at the discretion of the department.

Staff

134 Religion in Cinema A study of films that portray the themes and stories rooted in the Biblical text of the Greek Bible. The method of the course will be to compare the cinematic representation with that of

the original texts. Such films as *Ordet*, *Jesus of Montreal*, *Wise Blood*, *The Last Temptation of Christ*, *The Gospel According to St. Matthew*, and *The Robe*, will be viewed and analyzed. Offered every year.

Mr. Hammann

135 Religion in Fiction An examination of the fictional representation of religious stories. The works of Lewis, Malamud, Olson, Kazantzakis, MacLeish, Lagerkvist, and others will be read. Not offered every year.

Mr. Hammann

137 Topics in Religious Thought An intensive study of a religious topic, problem, writer, or theme in the field of religious thought. Offered at the discretion of the department.

Staff

204 History, Literature, and Religion of the Old Testament A study of the history, literature, and religion of the Hebrews, from the time of Abraham to about 500 B.C. The history and culture of Israel are related to those of surrounding nations, with special emphasis on the relevancy of archeological data. Offered every year.

Mr. Moore

205 History, Literature, and Religion of the New Testament An introduction to the writings of the New Testament as they originated in their Greco-Roman milieu. Emphasis is on the distinctive purposes and main content of each writing. The use of source, form, and redaction criticism as tools for the academic study of the New Testament is demonstrated. Offered every year.

Mr. C. Myers

220 Church History To the Eighth Century A historical study of all groups who claimed to be Christian, from Pentecost to the eighth century. Theologies, liturgies, councils, heresies, and the outstanding participants are examined with the aid of primary documents. Also fulfills the distribution requirement in history/philosophy. Offered every year.

Mr. Trone

221 History of the Medieval Church A historical study that continues Religion 220 up to the fifteenth century. The Latin, Orthodox, and the heretical traditions and institutions are included. Religion 220 is not a prerequisite for this course. Also fulfills the distribution requirement in history/philosophy. Offered every year.

Mr. Trone

236 Religions from the Center to the Fringe A historical and critical study of recent unconventional religious movements primarily in the West. Movements such as Baha'i, Jehovah's Witnesses, Latter-day Saints, Unification Church, ISKCON, Scientology, Ahmadi Islam, and others will be considered. The study will aim at understanding religious characteristics as well as social effects of these movements. Offered every year.

Mr. Hammann

241 Religions of South Asia A historical and phenomenological study of the religions of South Asia, especially Hinduism, Hinayana Buddhism, and Islam. Some original sources in translation are investigated to promote understanding of religious ideas, institutions and practices. Fulfills the distribution requirement in non-Western culture. Offered every year.

Staff

242 The Religions of East Asia and West Asia Primarily an examination of the varieties of historical and contemporary Buddhism and Islam. The class will also study some other religious traditions from east or west Asia that can be contrasted with Buddhism and Islam. Fulfills the distribution requirement in non-Western culture. Not offered every year.

Mr. Hammann

248 The Religions of China A general introduction to the major religious traditions of China. Students will explore the social and historical contexts of Confucianism, Taoism and Buddhism. Attention will be given to the varied developments of these three historic traditions and to an assessment of their contemporary viability. Offered every year.

Staff

249. The Religions of Japan A general introduction to the major religious traditions of Japan. Students will explore the social and historical contexts of Shinto, Confucianism and Buddhism. Attention will be given to the varied developments of these three historic traditions and to an assessment of their contemporary viability. Offered every year.

Staff

301 The Prophets of the Old Testament A historical and sociological study of the life and times of Israel's prophets as drawn from the Old Testament and extra-Biblical sources, with special emphasis given to both the importance of prophetic interpretations for their own day and to their lasting

effect upon Judeo-Christian thought. *Prerequisite:* Religion 204 or 205 or permission of the instructor. Not offered every year.

Mr. Moore

311 Jesus in the First Three Gospels An examination of the Jesus tradition as interpreted in the Gospels of Matthew, Mark, and Luke, using the techniques of source, form, redaction, and literary criticism. Special attention is given to the distinctive perspective of each Gospel. *Prerequisite:* Religion 205 or permission of the instructor. Not offered every year.

Mr. C. Myers

312 The Gospel of John An exploration of the thought and content of the Fourth Gospel. An effort is made to determine the background purposes for writing, and the community addressed by John's Gospel. The question of its relationship to the Synoptic Gospels and to the Epistles of John is also included. *Prerequisite:* Religion 205 or permission of the instructor. Not offered every year.

Mr. C. Myers

314 The Apostle Paul

A study of the life, letters, and legacy of this early Christian, through a careful consideration of primary and selected secondary sources. Particular attention will be given to understanding the Pauline literature in its historical context. Ancient and modern interpretations of Paul's life and work are also treated. *Prerequisite:* Religion 205 or permission of the instructor. Not offered every year.

Mr. C. Myers

327 Monks, Nuns, and Friars A study of the rules and practices of Christian ascetics and orders for men and women, Latin and Orthodox, to the fifteenth century. The course will also include the art and architecture produced by these orders. Not offered every year.

Mr. Trone

343 Mythology and Religion Mythology and religion have always been companions. The course will aim at understanding this friendship. Students will familiarize themselves with particular mythologies and will try to understand them from several critical viewpoints, and to appreciate their connection with religious traditions. Offered every year.

Mr. Hammann

460 Individualized Study for Majors (The Senior Project must be approved by the Department.)

Staff

470 Individualized Study and Internships*Staff***474 Summer Internships***Staff*

IDS 206 Byzantine Civilization For course description see Interdepartmental Studies.

Mr. Trone

IDS 211 Perspectives on Death and Dying For course description see Interdepartmental Studies.

Mr. Moore

IDS 312 Ancient Egypt: Its Language, Literature, Art, and History A study of Ancient Egypt's culture as reflected in its language, literature, and art. Although the student's study of the Egyptian language itself will be confined to the script, vocabulary, and grammar of the Middle Kingdom (c. 2240-1570 B.C.E.), Egypt's literature and art from 2900-1100 B.C.E. will be presented in their historical context. Fulfills distribution requirement in non-Western culture and may be counted toward the requirements for a religion major. *Prerequisite:* Permission of the instructor.

Mr. Moore

Russian

The courses offered are designed to acquaint the student with the basics of the Russian language. No major or minor is currently offered in this area. Students may use Russian (through the 202 level) to fulfill the language distribution requirement. The administration of the Russian language program is overseen by the Committee on Interdepartmental Studies.

101,102 Introductory Russian Fundamentals of Russian which simultaneously emphasize oral comprehension, verbal communication, writing and reading of the modern, contemporary language. Text, workbooks and lesson tapes are based on the "communication competence approach" developed by the Pushkin Institute in Moscow. Extensive use of dialogue drills (e.g. introductions, shopping, travel etc.) which are oriented towards rapid development of spoken fluency in modern Russian. Special training is provided for students who wish to use PC or Mac computers for dual language text (Russian/English) and special glossary/dictionary development.

Mr. Murphy

201,202 Intermediate Russian Review of basic grammar as well as further development of speaking, reading and writing skills in modern Russian. Class materials include examples of 19th and 20th Century Russian literature, newspapers and journals. Weekly laboratory sessions feature Russian films and video materials. Russian 202 will introduce students to simultaneous translation techniques. *Prerequisite:* Russian 102 or its equivalent.

Mr. Murphy

Sociology and Anthropology

Professors Emmons and Hinrichs (*Chairperson*)
Associate Professors Gill, Heisler, and Loveland
Assistant Professors Allen, Betances, Curet, Potuchek, and Rosenberg
Adjunct Associate Professor Flöge

Overview

Studies in the department are directed toward understanding social organization and action and the role of culture in shaping human behavior. Reflecting the diversity of perspectives in sociology and anthropology, the courses present a variety of approaches. Some perspectives start with individuals in interaction with each other and focus upon how they develop meaningful social relationships, groups, and institutions. Other approaches focus upon the molding of individuals by various institutions, groups, and cultures, or upon the functional or conflict relationships among various classes and subcultures. By emphasizing the scientific and comparative study of social institutions and cultures, the department seeks to have students develop an understanding of social realities, and to increase their competence in dealing critically and constructively with social problems and programs for social change.

The department's goals are to contribute to the liberal arts education at Gettysburg College, to provide a solid academic foundation in sociology and anthropology for students interested in graduate study, to assist students in meeting their academic and career needs, and to acquaint all students who take our courses with sociological and anthropological perspectives. The courses reflect the diversity of perspectives in sociology as a discipline and cover the core subject matter of the field.

Majors are prepared for graduate education in sociology, urban planning, law, communication, criminal justice, social work, criminology, anthropology, health care, theology, and library

science, as well as for careers in teaching, business, and fields related to the graduate programs cited. The department has a chapter of Alpha Kappa Delta, the Sociological Honor Society. Also, the Gettysburg Anthropological Society is a club for those interested in anthropology. Majors are eligible for the Harry C. and Catherine Noffsinger Hartzell Award, the Holly Gabriel Award, the Department Prize, and departmental honors. The department emphasizes a commitment to experiential education, field trips and internships. Several majors serve as student representatives to department faculty meetings in order to provide a means for students to voice their concerns.

Requirements and Recommendations

Sociology 101 is a prerequisite for all other sociology courses; and Anthropology 103 is considered a prerequisite for all other anthropology courses except Anthropology 102 and 104 and culture-area and ethnography courses (Anthropology 211 and Anthropology 220, for example).

Students majoring in the department will take a minimum of ten full-credit courses. Before declaring a major, a student must earn a grade of C- or better in Sociology 101, Introductory Sociology. Students in the sociology track must take Sociology 101, 302, 303, 304, 305, 400, and Anthropology 103 (may substitute an upper-level anthropology course which is not a culture-area course with permission). Additionally, students will take two electives from the following social process and inequality courses: 202, 203, 208, 209, 210, 212, 213, 217, 231; and one elective from any other course offered in sociology or anthropology, including 460, but excluding 450's and 470's.

The department also offers an anthropology track. Students in this track will take a minimum of ten courses. Students must take Anthropology 103; one culture-area course selected from Anthropology 211, 220, a currently offered course, or Sociology 219; one topics course selected from Anthropology 215, 216, or 230; one additional elective in anthropology; and Anthropology 400 or 460. Students must also take Sociology 101, 302, 303, 304, and one elective from Anthropology 102, 104, Sociology 202, 203, 204, 206, 208, 209, 210, 212, or 217.

In order to ensure adequate preparation for Sociology 303, majors must have a background in math through Algebra II or its equivalent in high school or through the introductory mathematics course at the college-level before enrolling in Sociology 303.

In response to varying needs, interests, and expertise of individual students and staff members, the department provides means for students to pursue independent research and studies through Sociology 450 and 460, field work application or direct experience, and other opportunities to expand specialized interests. Sociology 460 is a requirement for departmental honors, and students who want to be considered for honors should enroll in this course.

Students who are not majors in the department may minor in either sociology or anthropology. Six courses are required for the minor in sociology. Students must take Sociology 101, 302, and 304. The remaining three courses may be elected from departmental offerings, with the exception of Sociology 450, 470; no more than two of these three electives may be in anthropology.

Six courses are required for the minor in anthropology. Students must take Anthropology 103. Three additional courses must be elected from the other anthropology offerings (one of these may be Anthropology 450, Individualized Study in Anthropology). One non-anthropology course must be selected from the list of courses that fulfill the non-Western culture distribution requirement. One sociology course must be selected from the following: 101, 202, 206, 208, 209, and 302.

Distribution Requirements

All full-credit departmental courses except Sociology 302 and 303 may be used to fulfill the distribution requirement in social science. Sociology 219 and all courses in anthropology except Anthropology 102 may be used to meet the non-Western culture distribution requirement.

Anthropology

102 Introduction to Human Evolution An introduction to evolutionary history of our species modern *Homo sapiens*. Topics to be covered include evolutionary theory; primatology; paleoanthropology, including human physical and cultural remains; human genetics; racial variation; and adaptation to varied environments. Does not fulfill the non-Western culture requirement.

Mr. Curet

103 Introduction to Social-Cultural Anthropology

Comparative study of human social and cultural institutions, utilizing a series of ethnographies of non-Western cultures and data from contemporary American society. The concepts, methods, theories, and history of the discipline will be discussed.

Ms. Allen, Mr. Curet, Mr. Loveland

104 Archaeology of the Prehistoric World

Introduction to archaeological methods and theories to examine problems and issues in prehistory. The course explores the principles of archaeological research, while tracing our prehistoric heritage and the processes that led to the evolution of settled villages, agriculture, and eventually civilization. Lecture topics range from early African human ancestry to the European Stone Age, and from Mesopotamia and Egypt to Mexico and the United States.

Mr. Curet

211 American Indians Introduction to the traditional aspects of Native American cultures by examples drawn from the major culture areas of the Americas. The present-day situation of Native Americans will be discussed. No prerequisite.

Mr. Loveland

215 Psychological Anthropology Examination of the influence of culture in shaping the personality of the individuals in non-Western societies. The course will include the following topics: psychoanalytic theory, dreams, cross-cultural research, socialization, personality development, modal personality, mental illness, and the effects of social change upon personality. Ethnographic examples from a variety of cultures will be utilized. *Prerequisite:* Anthropology 103.

Mr. Loveland

216 Introduction to Medical Anthropology Study of systems of belief and knowledge utilized to explain illnesses in various cultures and attendant systems of curing. Topics discussed include hallucinogens, shamanism, curing, sorcery, witchcraft, herbal medicines, and the modern American medical system. Ethnographic examples are drawn from a variety of cultures. *Prerequisite:* Anthropology 103.

Mr. Loveland

220 World Cultures Study of the cultures of Asia, the Pacific, Africa, and Native, North, Central and South America. Class will discuss ethnographies and films about a variety of socio-economic types, including foraging, horticultural, agricultural, and pastoralist societies. No prerequisite.

Ms. Allen, Mr. Loveland

228 Cross-Cultural Perspectives on Women, Sex Roles, and Gender Examination of the position of women, their interrelationship with men, the assignment of male and female roles, and the conceptualization of gender ideology in various societies and cultures. The course will focus on broad theoretical issues (e.g., biological vs. cultural determinants; gender stratification and inequality;

the effects of social, cultural, and economic variables) as well as a wide range of specific societal studies.

Prerequisite: Anthropology 103

Ms. Allen

232 Precolumbian Civilizations of Middle America

Overview of the pre-conquest cultures and civilizations of Mexico and adjacent areas. Topics include a general geographic and environmental description of the cultural area of Mesoamerica, the peopling of the region by early nomadic hunters-and-gatherers, the beginning of agricultural villages, and the development of high civilizations such as the Olmecs, Teotihuacan, the Mayas, and the Aztecs. While the course follows the cultural history of the different prehispanic cultures, there will also be discussion of the different theories proposed for different social processes such as the development of agriculture, the development of social classes, and the rise and fall of major centers and empires

Mr. Curet

400 Anthropology Seminar Capstone experience in anthropology. This seminar is devoted to introducing anthropology students to the latest thinking in anthropology. Building on an historical foundation, this course will provide an overview of the field of socio-cultural anthropology and current anthropological thinking. In addition, some current ethnographies will be read, and students will do individualized projects in a seminar setting.

Staff

450, 470 Individualized Study Independent study in fields of special interest outside the scope of regular course offerings. The consent of the department is required.

Staff

460 Research Course Individual investigation of a research topic in anthropology in the student's special area of interest under the guidance of a faculty member. The topic must be approved by the department. The project culminates in written and oral presentations of a formal paper to the faculty. This is required for departmental honors and is open to juniors and seniors only. Students must submit a proposal to the department a minimum of one month before the end of the semester preceding the proposed study.

Staff

Sociology

101 Introductory Sociology Study of the basic structures and dynamics of human societies, focusing

on the development of principles and concepts used in sociological analysis and research. Topics will include culture, socialization, social institutions, stratification, and social change.

Staff

202 Wealth, Power, and Prestige Examination of social ranking and rating systems. Topics include social classes, social mobility, economic and political power, and informal prestige and fame. *Prerequisite:* Sociology 101.

Mr. Emmons, Ms. Heisler

203 World Population Examination of the components of population composition (fertility, mortality, and migration) to understand how they interact to produce particular population structures and population growth rates. The course emphasizes the study of relationships between social and demographic variables, and the consequences of different population structures and population growth rates for societies as a whole and for various social groups. Special attention is given to the relationship between population dynamics and public policy decisions. *Prerequisite:* Sociology 101.

Ms. Floge

204 Sociology of Mass Media and Popular Culture An analysis of broadcast and print media institutions. Perspectives include the "production of culture," cultural content analysis, socialization effects, and media coverage. A variety of popular culture genres, both mass and folk, will be covered, with special emphasis on music. *Prerequisite:* Sociology 101.

Mr. Emmons

206 Sociology of the Family An analysis of the family as a social institution. The course takes a comparative and socio-historical approach to the study of American families, and focuses on the ways that families interact with and are shaped by other social institutions, particularly the economy. Topics include intra-family relations, work-family links, and family policy. *Prerequisite:* Sociology 101.

Ms. Potuckek

207 Criminology Introduction to the sociological study of crime. The course begins with a discussion of criminal law and the extent of crime, and continues with a comprehensive examination of police, courts, and corrections. Theories of crime causation, criminal behavior systems, and victimology are also examined. *Prerequisite:* Sociology 101. Offered every other year.

Mr. Hinrichs

208 Community and Urban Life Study of communities from a sociological perspective, with a major emphasis on urban areas. Topics include historical development of cities, development of suburbs, urbanism as a way of life, city planning, metropolitan dynamics, and urban problems. *Prerequisite:* Sociology 101. Not offered regularly.

Mr. Hinrichs

209 Racial and Ethnic Relations Comprehensive study of ethnic and minority relations. Theoretical perspectives include immigration and assimilation, prejudice and discrimination, and the structure of the ethnic community. The study of African-American, European-immigrant, and Asian-American communities is emphasized. *Prerequisite:* Sociology 101.

Mr. Emmons

210 Social Change Application of theories of social change to contemporary trends and changing norms, values, and expectations. Emphasis is on a critical examination of recent changes in the economy and political structure of U.S. society and on the assessment of the efforts by social movements to direct social change. Offered every other year. *Prerequisite:* Sociology 101.

Ms. Gill

212 Sociology of Deviance Examination of the concept of deviance and exploration of the various sociological theories and perspectives for viewing deviant phenomena. Sociological, biological, and psychological theories of causation are examined. There will be an in-depth analysis of alcohol and drug use, variations in sexual behavior, pornography, violence, child abuse, homelessness, and skid row. *Prerequisite:* Sociology 101.

Mr. Hinrichs

213 Political Sociology Analysis of the role of power in social and political institutions. Among the major topics explored are the basis, distribution, and use of power and authority; the relationship between economic and political power; the origins of the modern state; the conditions of democracy and authoritarian rule; and the dynamics of social movements and political change. Not offered every year. *Prerequisite:* Sociology 101.

Ms. Heisler

217 Gender Inequality Examination of the patterns of gender stratification in American social structures. The course centers on the various forms of sexual inequality in today's world, examining the positions of women and men in families and occupations. Topics include socialization, images of women in the media,

violence against women, and possibilities for change.

Prerequisite: Sociology 101.

Ms. Gill

219 Chinese Society Sociological and anthropological analysis of China and Hong Kong. Major socio-cultural themes in both traditional and modern systems are examined, with special emphasis on religion, magic, ancestor worship, politics, social class, cities, and medicine. *Prerequisite:* Sociology 101 or Anthropology 103. Fulfills the non-Western culture requirement.

Mr. Emmons

231 Self in Society Study of theories of social psychology, methods of social psychological research, the self, socialization, social roles, social relationships, and group behavior. Emphases will include the dynamics of small groups and differences in male/female perceptions and social behaviors. Readings will include theoretical works and will emphasize classic and recent research in the field.

Ms. Rosenberg

262 Social Development of Latin America The formation of Latin American republics, focusing upon the interplay between internal processes and external influences. Students will examine the Latin Americans' struggle for political and cultural integration to overcome their colonial heritage and to build national states. Same as LAS 262. No prerequisite.

Mr. Betances

267 Society and Politics in Latin America: A Case Study of the Dominican Republic Study of the socio-political evolution of the 19th and 20th century Dominican Republic. This course will examine the tension between dictatorship and democracy, the changing economic patterns of Dominican life and the influence of the U.S. military interventions of 1916-1924 and 1965-1967 on the modern Dominican state. Same as LAS 267. No prerequisite.

Mr. Betances

271 Gay and Lesbian Studies I Introductory examination of important issues underlying gay and lesbian studies. In seminar format, discussion will focus on homosexuality cross-culturally; the history of the gay rights movement in American society and the historical events that have shaped gay, lesbian and bisexual identity; theories of sexuality; religion and homosexuality; homophobia; the structure of the gay and lesbian community, including issues related to race and ethnicity; the "coming out" process; and

violence against gays and lesbians. No prerequisites. One-half credit course. Alternates every other year with Gay and Lesbian Studies II.

Mr. Hinrichs

272 Gay and Lesbian Studies II Further examination of contemporary gay, lesbian and bisexual life styles and the supporting social movement. In seminar format, discussion will focus on society's response to the emergence of a more visible gay and lesbian community, the impact of AIDS on gays and lesbians, constitutional and legal issues, gays and the military, gays as parents, current radical movements such as Queer Nation and ACT UP, and the interaction of feminist theories and gay/lesbian/bisexual issues. No prerequisites. One-half credit course. Alternates every other year with Gay and Lesbian Studies I.

Mr. Hinrichs

302 Sociological Research Methodology

Introduction to designing and assessing social science research. The goal of this course is to develop the student's ability to critically review and evaluate social research findings and to prepare the student to plan and carry out research. While greatest emphasis is devoted to survey research, several qualitative and quantitative designs are examined, including the experiment, participant observation, and evaluation research. Issues of sampling, measurement, causality, and validity are considered for each technique. Includes laboratory. *Prerequisite:* Sociology 101. Does not fulfill distribution requirement in social science.

Ms. Gill, Ms. Rosenberg

303 Data Analysis and Statistics Treatment of the analysis and reporting of quantitative data. The logic of data analysis; selection, use, and interpretations of statistical techniques; and use of the computer will form the basis of the course. Includes laboratory. *Prerequisite:* Sociology 302. Does not fulfill distribution requirement in social science.

Ms. Gill, Ms. Rosenberg

304 The Development of Sociological Theory

Critical survey of the origins and development of modern theories of society in the late nineteenth and early twentieth century. The primary focus is on theories and theorists who have made significant and lasting contributions to our systematic understanding of the social world: Karl Marx, Emile Durkheim, Max Weber, and George H. Mead. *Prerequisite:* Sociology 101.

Ms. Heisler

305 Contemporary Sociological Theory Analysis of post-World War II theoretical developments, including functionalism, structural theory (Marxist and non-Marxist varieties), world systems theory, exchange theory, network theory, phenomenology, ethnomethodology, and feminist theories. *Prerequisite:* Sociology 101.

Ms. Heisler

400 Seminar Intensive culminating experience for sociology-track majors. Under the direction of a member of the department faculty, students will work to integrate their major and their understanding of the sociological perspective.

Staff

450, 470 Individualized Study Independent study in fields of special interest, including internships, outside the scope of regular course offerings. The consent of the department is required.

Staff

460 Research Course Individual investigation of a research topic in sociology in the student's special area of interest under the guidance of a faculty member. The topic must be approved by the department. The project culminates in written and oral presentations of a formal paper to the faculty. This is required for departmental honors and is open to juniors and seniors only. Students must submit a proposal to the department a minimum of one month before the end of the semester preceding the proposed study.

Staff

Spanish

Professors Thompson and Burgess (*Chairperson*)
Associate Professors Olinger, Viñuela, and Yager
Assistant Professors Luengo, Nanfita, and Zielina
Instructors Roela and Román
Adjunct Assistant Professor Wirth
Adjunct Instructors Elorriaga, Hubbard, and Moore
Teaching Assistant Valdés

Overview

The ability to speak and understand a language other than one's own, and to have insight into the artistic and cultural heritage of other peoples of the world, is considered an integral part of a liberal arts education. The department, through a strong core of basic courses, gives students facility in the use of spoken and written Spanish and some knowledge of its literature and cultural history. The oral-aural method of modern language teaching is stressed in the

classroom. Laboratory facilities in the Library Learning Center and other audio-visual equipment complement classroom instruction. Regular laboratory work will be required of some students and advised for others.

Advanced-level courses in literature and civilization are designed to give students an understanding and appreciation of the literature and cultures of the Hispanic peoples. Students are encouraged to study in a Spanish-speaking country, and opportunities are offered through study abroad programs with approved colleges and through cooperative agreements with the Center for Cross-Cultural Study, Seville, Spain, and the Foreign Student Study Center at the University of Guadalajara in Guadalajara, Mexico.

Courses in the department provide sound preparation for graduate study, teaching, or careers in government, business, or social work. The department works cooperatively with the education department in the preparation of Spanish teachers. Since the largest minority group in the United States is Spanish speaking, the department feels that a knowledge of Spanish and an understanding of the Hispanic cultures is of increasing importance.

Requirements and Recommendations

Requirements for a major in Spanish include ten courses above the 300 level. Course requirements are Spanish 301 and 302 (except for students who demonstrate an exceptional command of the Spanish language and petition the department to be exempted from this requirement), Spanish 304, three other 300-level literature courses, Spanish 400, and one civilization course. Other courses for the major are elective. Spanish majors must spend one semester studying abroad in a program approved by the department. (Students with extensive previous experience living or studying abroad may petition the department to be exempted from this requirement.)

Requirements for a minor in Spanish include six courses above the 202 level, and must include Spanish 301-302 (except for students who demonstrate an exceptional command of the Spanish language and petition the department to be exempted from this requirement), and no more than one course from 205 and 245. Students may include Spanish 202 for the minor if they have begun language study at the elementary or intermediate-level at Gettysburg College.

Distribution Requirements

Prior to their first registration at the College, all students receive pre-registration materials which give detailed instructions on language placement and fulfillment of the distribution requirement in foreign languages. The following courses may be counted toward the distribution requirement in literature: Spanish 205, 304, 308, 313, 314, 315, 319, 320, 324, 325, 326, 400. Spanish 310 and 311 fulfill the distribution requirement in history/philosophy.

The distribution requirement in foreign languages may be fulfilled by successful completion of Spanish 202, 205, 245, or a course at the 300 level or above. Achievement equivalent to 202 may be demonstrated by an advanced placement examination or a departmental placement examination given during orientation before the initial week of fall semester.

Intermediate Program in Seville

Students may complete the last two semesters of the distribution requirement in foreign languages by studying for a semester in Seville, Spain. The intermediate program includes a two-credit course in Spanish language and a two-credit course that integrates the study of Spanish literature and civilization. This course satisfies the distribution requirement in literature. A professor from the department leads students on an initial orientation tour of Spain and teaches the literature/civilization class. Students may live with Spanish families or in Spanish student *residencias*. See listings for Spanish 251-252 and 253-254.

Study Abroad

Advanced students may study at the Center for Cross-Cultural Study in Seville, Spain, or at the Foreign Student Study Center at the University of Guadalajara in Guadalajara, Mexico, both of which offer a wide variety of courses in Spanish, including literature, history, sociology, political science, management, and more. See *Study Abroad, Center for Cross-Cultural Study, Seville, Spain, page 46, and Study Abroad, Foreign Student Study Center, University of Guadalajara, Guadalajara, Mexico, page 46.*

Language and Service Practicum in the Hispanic Community

Students have the opportunity for a cross-cultural learning experience while serving the local Hispanic community. Student projects may include tutoring, translating, and helping families adjust to Anglo culture. *Prerequisite:* Spanish 301. Grading option: S/U. Receives half course credit. Can be repeated once for credit.

101-102 Elementary Spanish Elements of understanding, speaking, reading, and writing Spanish. Use of language laboratory is required. Enrollment limited to those who have never previously studied Spanish. Students cannot receive credit for both 101 and 103; 102 and 104.

Staff

103-104 Fundamental Spanish Fundamentals of understanding, speaking, reading, and writing Spanish. Use of language laboratory is required. Enrollment is limited to those who have previously studied Spanish and who are enrolled according to achievement on the Departmental Qualifying Examination. Students cannot receive credit for both 101 and 103; 102 and 104.

Staff

201-202 Intermediate Spanish Practice in oral and written expression, grammar review, readings, and discussions of Spanish writing as contact with Hispanic culture. *Prerequisite:* Spanish 102 or 104 or consent of the department.

Staff

205 Readings in Spanish and Spanish American Literature Conducted in Spanish with the dual objective of comprehension of material and reading of Spanish and Latin American literature of cultural and literary merit. *Prerequisite:* Spanish 202 or consent of the department. Students whose native language is Spanish may not elect this course.

Staff

245 Spanish Conversation Conversation course beyond the intermediate level with emphasis on everyday, applied usage of the language for nonliterary purposes. *Prerequisite:* Spanish 202 or consent of the department. Enrollment limited to twelve students. This course counts toward the minor but does not count toward the major. To be offered annually. Students whose native language is Spanish may not elect this course.

Staff

251-252 Courses in Spanish Language for Intermediate-Level Students in Seville, Spain Practice in oral and written expression, grammar review, readings, and discussions of Spanish culture, with a particular emphasis on present-day language usage and contemporary Spanish society. Offered annually in the fall. For intermediate students studying at the Center for Cross-Cultural Studies in Seville, Spain. *Prerequisite:* Spanish 104 or equivalent; concurrent enrollment in Spanish 253-254. Fulfills language requirement. One credit each.

Staff

253-254 Courses in Spanish Civilization and Literature for Intermediate-Level Students in Seville, Spain

An integrated approach to the study of Spanish literature and civilization. The courses provide an overview of the evolution of Spanish culture from prehistoric times to the present, based primarily on the cultural characteristics of Andalusia. The courses examine the origins of the most representative values of Spanish culture in art, literature, and contemporary life. Students will visit museums and historical sites in Andalusia, and will attend artistic events. Offered annually in the fall. For intermediate students studying at the Center for Cross-Cultural Study in Seville, Spain. *Prerequisite:* Spanish 104 or equivalent; concurrent enrollment in Spanish 251-252. Fulfills literature requirement. One credit each.

301, 302 Spanish Composition and Conversation

Exercises in directed and free composition; group discussion and presentation of individual oral work; review of grammar and syntax at an advanced level. *Prerequisite:* Spanish 202 or consent of the department.

Staff

303 Spanish Phonology Introduction to Spanish phonetic and phonemic theory and analysis, applied to improve pronunciation skills. Study of variation in pronunciation in Spain and Latin America. *Prerequisite:* Spanish 302 or approval of the department. Offered 1995-96. Three lecture hours and one laboratory.

Staff

304 Introduction to Literary Analysis Introduction to basic critical approaches to the reading of prose fiction, poetry, and drama. Through the careful study of works in each genre, students will acquire a knowledge of analytical skills and critical terminology in Spanish. Offered annually. *Prerequisite:* Two Spanish courses beyond Spanish 202 or consent of the department.

Staff

308 Literature of the Golden Age Masterpieces of different genres of the late-sixteenth through the seventeenth centuries. Emphasis will be placed on major writers of theater, short prose fiction, essay, and poetry. *Prerequisite:* Spanish 304 or consent of the department. Offered 1994-95.

Staff

309 Current Events in the Hispanic World An advanced composition and conversation course based on current events in the Hispanic world. Students will read articles from a variety of Hispanic periodicals and will view Spanish language news programs in

preparation for class discussion. This course can either substitute for Spanish 302 in the requirements for the major and minor in Spanish, or it can be taken in addition to Spanish 302. The aim of the course is both to strengthen students' conversation and composition skills and to keep students abreast of current affairs in the Spanish-speaking world. *Prerequisite:* Spanish 202 or consent of the department. Offered annually.

Staff

310 Spanish Civilization Study of the history and culture of Spain from the earliest times to the present. Fulfills the distribution requirement in history/philosophy. *Prerequisite:* Spanish 202 or consent of the department. Offered annually.

Staff

311 Latin American Civilization Study of the history and culture of Latin America from pre-Columbian times to the present. This course fulfills distribution requirement in history/philosophy. *Prerequisite:* Spanish 202 or consent of the department. Offered annually.

Staff

313 Hispanic Theater A study of the drama of both Spain and Spanish America through the ages. The focus of the course will vary from semester to semester, based on such aspects as literary period, common theme, historical development, and dramatic theory. *Prerequisite:* Spanish 304 or consent of the department. Offered 1995-96.

Staff

314 Cervantes A study of the masterpiece, *Don Quijote de la Mancha*, as well as some *Novelas ejemplares* and *entremeses* or one-act plays. *Prerequisite:* Spanish 304 or consent of the department. Offered 1995-96.

Staff

315 An Introduction to Hispanic Cinema A study of Hispanic cinema from its inception in 1896 through the present, with major emphasis on films made since the advent of revisionary cinema around 1960. The course will focus on the development and renovation of cinematography, will explore the relationship between cinema and other forms of artistic expression, and will examine the development of Hispanic cinema in the context of the historical circumstances of the Hispanic countries which have been most active in making films. *Prerequisite:* Spanish 304 or consent of the department. Offered 1995-96.

Staff

319 Nineteenth-Century Literature in Spain and Latin America Studies in the essay, the novel, the short story, the drama, and poetry according to the essential literary movements (romanticism, costumbrismo, realism, naturalism, modernism) of the nineteenth century in Spain and Latin America.

Prerequisite: Spanish 304 or consent of the department. Offered 1994-95.

Staff

320 Lyric Poetry A study of Spanish lyric poetry through the ages. The course will concentrate on the interrelationship of form, content, and idea, noting major influences upon the poetry of each period. Appreciation is considered a major goal of this course and much poetry will be read orally and discussed. Alternate years. *Prerequisite:* Spanish 304 or consent of the department. Offered 1994-95.

Staff

324 Latin American Contemporary Prose

Emphasizes the novel of the "boom" in Latin America. Major writers such as Gabriel Garcia-Marquez, Carlos Fuentes, Julio Cortazar, Elena Poniatowska, Juan Rulfo, and Jorge Luis Borges will be read. *Prerequisite:* Spanish 304 or consent of the department. Offered 1995-96

Staff

325 Generation of '98 and Pre-Civil War Literature Studies in the essay, poetry, prose fiction, and drama of the major writers of the late-nineteenth and early-twentieth centuries in Spain. *Prerequisite:* Spanish 304 or consent of the department. Offered 1995-96.

Staff

326 Post-Civil War Literature of Spain A study of the major literary trends and works in Spain, beginning with the resurgence of Spanish literature in the 1940's and continuing to the present day. *Prerequisite:* Spanish 304 or consent of the department. Offered 1994-95.

Staff

351 Introduction to Spanish Linguistics

Introduction to linguistic theories, methods, and problems as applied to Spanish. Some attention will be given to typical areas of investigation, such as Spanish dialectology, sociolinguistics, and bilingualism.

Prerequisite: Spanish 302 or approval of the department. Offered 1994-95.

Staff

400 Senior Seminar Directed and specialized studies in Spanish and Latin American literatures from the medieval period to the present. This course is to be taken by seniors during the final semester in order to complete their undergraduate work in Hispanic

literatures. *Prerequisite:* Limited to seniors except with permission of the department. Offered in the spring of every year.

Staff

Portuguese

101-102 Elementary Portuguese Elements of understanding, speaking, reading, and writing Portuguese. Course includes oral and written work, graded elementary reading, and use of audio-visual cultural materials and correlative drill in the language laboratory.

Staff

201-202 Intermediate Portuguese Practice in oral and written expression, grammar review, readings, and discussions of Portuguese writing as contact with the culture of countries where Portuguese is spoken.

Prerequisite: Portuguese 102 or its equivalent.

Staff

Theater Arts — See English

Women's Studies

Women's Studies Program Advisory Council
Professors Armster, Berg, Cain, Clay, Fay, Gill, Ginge, Hofman, Iannello, Light, Potuchek (*Coordinator*), Powers, Small, and Richardson Viti, Associate Provost
Flöge,
Ms. Esterhai, Ms. Morgan, Ms. Moyer, Ms. Napolitano, Ms. Pettersen, Ms. Siebert, Ms. Smith, Ms. Sprague, Ms. Vogel

Overview

The objective of women's studies is to encourage students to analyze the roles, perspectives, and contributions of women. Through the examination of women's past history, present condition, and future possibilities, students come to understand gender as a cultural experience. In women's studies courses, students learn a number of methods for examining, as well as strategies for modifying, the conditions that affect all of our lives.

Women's studies emphasizes cross-cultural perspectives and analysis. Through an array of interdisciplinary courses and of courses that focus on gender within particular disciplines, women's studies seeks to integrate women and feminist scholarship into all levels of the curriculum.

Women's studies is interdisciplinary and therefore draws on courses in other disciplines. In order to help students design their majors and minors, we have developed the following categories: a core course centers on women and women's studies scholarship

and has a WS designation only; a cross-listed course centers on women and women's studies scholarship and has two designations, WS and that of another discipline; an affiliated course has a significant amount of women's studies content and is located in a department other than Women's Studies. Prospective majors and minors in women's studies are encouraged to discuss their plans with a women's studies faculty member as soon as possible in their academic careers. Women's studies students are strongly advised to take Women's Studies 120 in the first or second year of study and Women's Studies 400 in the senior year.

Requirements and Recommendations

The Major in Women's Studies

Ten courses are required for the major in women's studies. All majors in women's studies are required to take the following courses:

WS 120: Introduction to Women's Studies

WS 300: Feminist Theories

WS 320: Practicum in Feminist Theory and Collective Action

WS 400: Issues in Feminist Theory and Methods

In addition, students must take at least one core or cross-listed course above the 100 level which focuses on work by and about women of color or third world women. Of the remaining five courses, at least one must be a core or cross-listed course in the social sciences and at least one must be a core or cross-listed course in the arts or humanities. No more than two affiliated courses may be counted toward the requirements for the major.

Students choosing a major in women's studies must combine it with a minor (or a second major) in an arts, humanities, science, or social science discipline.

The Minor in Women's Studies

Six courses are required for the minor in women's studies. Minors are required to take Women's Studies 120 and Women's Studies 400. Two additional courses must be from the list of core courses. The remaining two courses may be drawn from any of the following: (1) core courses, (2) cross-listed courses, (3) affiliated courses, and (4) approved courses of individualized study in women's studies.

Core Courses:

120 Introduction to Women's Studies A study of the perspectives, methodologies, and findings of the new scholarship in various disciplines on women. We will look at how women have influenced and been affected by such issues as family, language, creativity, and labor. The course is taught by an interdisciplinary team of instructors.

Staff

216 Images of Women in Literature An examination of the various ways women have been imagined in literature. We will look at how and why images of women and men and of their relationships to one another change, and at how these images affect us. Emphasis will be placed on developing the critical power to imagine ourselves differently. Fulfills literature requirement.

Ms. Berg

217 Famous French Femmes Fatales Today women are attempting to demystify the feminine condition, for, as the late Simone de Beauvoir observed, the "mythe de la femme" is a male invention. Literary images of women have, understandably, been a major focus of this investigation. Thus, this course will examine some famous French women, from the Princess of Cleves to Emma Bovary, and scrutinize them from the perspective of feminist criticism. Fulfills literature requirement.

Ms. Richardson Viti

219 Contemporary Women Writers: Cross-Cultural Perspectives An examination of the novels and short stories of authors from diverse socio-cultural backgrounds, with emphasis on the Third World. Particular attention will be given to the ways in which these writers represent the female experience. The class will examine works written from 1965 to the present. Fulfills literature requirement.

Ms. Powers

300 Feminist Theories An exploration of various feminist theories about women — about their experiences, their representations, and their relative positions in diverse societies. Contemporary and earlier works will be discussed in order to evaluate and synthesize the multiple approaches to feminist theories. Prerequisite: Women's Studies 120.

Staff

320 Practicum in Feminist Theory and Collective Action An examination of the relationship between feminist theory and community action. The course combines weekly seminar meetings with student internships in organizations that use collective action to pursue change in societal conditions for women. Readings from feminist theory of organizations, collective action, and social policy are used as a basis for discussion and analysis of students' internship experiences. *Prerequisites:* Women's Studies 120 and one other core women's studies course (or permission of the instructor).

Staff

350 Women, Family and Public Policy An examination of the effects of public policy both on women's family roles and on the interaction of those roles with other aspects of women's lives. The course

focuses primarily on industrialized nations and examines such policies as birth control and abortion, maternity benefits, family allowances, childcare, housing policies, and social assistance. *Prerequisite:* Women's Studies 120.

Ms. Potuchek

351 Women in Nazism An examination of the effects of Nazism on women, primarily (but not exclusively) in Germany beginning in the 1920s and extending to post-war times. The course focuses on women's perspectives as exhibited in historical and literary documentation.

Ms. Armster

400 Issues in Feminist Theory and Methods The capstone course in women's studies. This course focuses on the variety of theories and methods in women's studies scholarship by examining a particular issue from a number of different feminist perspectives. Topic for 1993-94: WOMEN and WAR *Prerequisites:* Women's Studies 120 and two other women's studies courses.

Staff

(See appropriate departmental listings for descriptions of the following courses.)

Art 400 Seminar in Art History

Economics 302 Gender Issues in Economics

English 334 Nineteenth-Century British Women Writers

English 349 Contemporary African American Women Writers

English 404 Feminine/Feminist Aesthetics

History 209 Women's History Since 1500

History 306 Women and Work

History 307 Gender, Politics, and Sexuality

IDS 215 Contemporary French Women Writers

Political Science 209 Feminist Theory in American Politics

Religion 323 American Women in a Man's Religious World

Sociology 217 Gender Roles and Inequality

Affiliated Courses:

Art 227 Arts of the First Nations of North America: East and Plains

Art 228 Arts of the First Nations of North America: North and West

Classics 121 Survey of Greek Civilization

Classics 264 Ancient Tragedy

Classics 266 Ancient Comedy

English 333 Victorian Aesthetics

English 343 American Realism and Naturalism

History 204 History of England Since 1603

History 310 History of Early Modern France

History 315 Europe and the Age of Revolution

Music 108 Women and Music

Political Science 303 New Social Movements

Political Science 406 Politics of Poverty

Political Science 407 American Black/Feminist Political Thought

Religion 113 Women in the Ancient World

Religion 124 Elizabeth to Irene: Women in Christianity I

Religion 125 Theodora to Margery: Women in Christianity II

Religion 156 Women in Buddhism

Sociology 206 Sociology of the Family

Spanish 320 Lyric Poetry



GETTYSBURG

College
Life

College Life

The College recognizes that students develop intellectually, emotionally, physically, socially, and spiritually. The Office of the Dean of the College, an administrative division within the College, has as its central purpose the provision of an environment, programs, and services which enhance the students' liberal education. Under the direction of the dean, the Office of the Dean of the College, College Union, Residence Life, Intercultural Resource Center, Dean of First year Students, Academic Advising, The Women's Center, Greek Organizations, Counseling Services, Career Services, Health Services, the Center for Public Service and the Chapel Programs compose the division.

Office of The Dean of the College

The Office of the Dean of the College, located in room 220 of The College Union, strives to help students see that the events in their lives out of the classroom directly influence their in-class experiences and achievements. This is accomplished by providing a variety of programs and services. The college life staff assists students in the following:

Information. Students require information about many opportunities available to them. The Office of the Dean of the College answers student questions about the College, or, when appropriate, will refer students to the proper source for information.

Advisement. Members of the staff work with various student organizations, providing them with guidance and training in leadership skills.

Living Accommodations. The many opportunities for on-campus living are administered through the Office of the Dean of the College. An undergraduate residence life staff is directly supervised by two professional, live-in Assistant Directors of Residence Life. The overall area of Residence Life reports to the associate dean of the College.

Change. Any healthy educational institution must continually undergo change. Students often provide the invaluable input which leads to change in policies, programs, and services. By working cooperatively with administrators, students have successfully initiated changes in residential options, dining options, informal educational programs, facilities, and numerous rules and regulations.

Publications. On an annual basis, the Dean of the College staff works with students in publishing the

Student Handbook. The College Union Staff advises the publication of the yearbook, the *Spectrum*.

Research. In order to improve its services and programs, the Office of the Dean of the College often collects data on student needs, attitudes, and evaluations. Recently, research has been conducted on living accommodations, residence hall visitation options, dining plan options, room reservation procedures, and alcohol use.

Discipline. The Dean of the College is responsible for the non-academic discipline of students. Staff members work with the faculty and student members of the Student Conduct Review Board to uphold the regulations of the College and to protect the rights of the individual.

Residential Life

Residential life at Gettysburg College has a major influence on the total development of the student. The residential environment (persons, policies, and facilities) promotes the formation of a community and encourages a style of life that is conducive to the development of respect for the individual and the society in which one lives. During a student's experience at Gettysburg College, decisions are made concerning personal values, occupational choices, one's identity, personal responsibility, and a philosophy of life. The residential program attempts to provide opportunities for examining these areas of concern.

Recognizing the influence of the environment on development, Gettysburg College requires all students (unless married or residing with their families) to live on campus. Exemptions from this requirement are granted only by the Associate Dean of the College.

Assistant directors of residence life are professional, live-in staff members who directly select and supervise the student staff of resident coordinators and resident advisers. The student staff participates in an ongoing training program which enables them to help other students adjust to the college environment. The residence hall staff provides a variety of educational and social programs that enhance the educational and social development of all residence hall students. Hall governments exist to provide residents with the opportunity to work with members of the faculty and administration in setting regulations which apply to all College residences and establish an environment which supports student needs.

Gettysburg College offers a variety of options in living environments. The students may choose to live in one of eleven residence halls varying in occupancy from 35 students to 219 students. There are coeducational and single sex hall options. Residence halls may choose among three visitation options, including open visitation and two more limited programs of visitation.

Another living opportunity exists in the area of Special Interest Housing. This option is for students who wish to live together in a group of 5 to 20 residents and work on a project of mutual interest throughout the academic year.

Also included as an optional living environment is the opportunity for sophomore, junior, and senior men to live in a fraternity house on or near the campus.

Most of the student rooms are double occupancy; however, a few single rooms are available and some rooms are large enough for three or four people. Each student is provided with a single bed and mattress, a dresser, and a desk and chair. Students provide their own pillows, bedding, spreads, study lamps, and window curtains. Card-operated washers and dryers are available on the campus for student use. Each student room in residence halls is equipped with a telephone and cable TV service. The use of refrigeration units is permitted in student rooms; those units may have a capacity of not more than three cubic feet. Rental units are available from an independent firm. Cooking units are not permitted in individual student rooms.

Greek Organizations

Greek organizations have a long and rich tradition at Gettysburg College. The first national organization was formed for men on campus in 1852. National sororities were first formed on campus in 1937. Currently, there are eleven social fraternities and five social sororities.

The fraternities, which have individual houses either on or near the campus, offer an alternative living option to their members. The sororities do not have houses but each has a chapter room in a central location which serves as a meeting and socializing place for the group.

In addition to providing a social outlet for their members, Gettysburg's fraternities and sororities serve the campus and community with beautification campaigns, blood drives, Christmas parties for local children, and other philanthropic activities.

The goals of the Greek system are to instill in its individual members the qualities of good citizenship, scholarship, service, and respect for oneself and others. Any student interested in joining a Greek organization is required to have a 2.0 GPA.

The office of Greek Organizations is located on the second floor of the College Union building.

Dining Accommodations

The Gettysburg College Dining Hall, the Camalier Center, offers a variety of dining options for every student. Students can select from four plans: 20 meals per week, any 14 meals per week, any 10 meals per week, or any 7 meals per week. All first year students are required to enroll in the 20-meal plan for their first year at Gettysburg. All on-campus residents of non-apartment-style residence halls are required to enroll in at least the minimum dining plan each semester (any 7 meals per week). Cooking is not allowed in the residence hall rooms, so students are urged to select a plan which enables them to eat the majority of their meals in the dining hall. Dining hall hours of service are as follows: Breakfast, 7:15 AM-10:15 AM; Continental Breakfast, 10:15 AM-11:00 AM; Lunch, 11:15 AM-2:00 PM; Dinner, 4:30 PM-7:15 PM. The Bullet Hole (College snack bar) offers a cash equivalency program daily from 2:00 PM to 9:00 PM for students who prefer that alternative. (Hours subject to change.) Initiated members of fraternities living in non-apartment-style College residence halls must enroll in at least the minimum dining plan. Off-campus students can also purchase a meal plan to accommodate their schedule.

Student Conduct

Every community has certain regulations and traditions which each member is expected to abide by and uphold. Perhaps a college campus community, even more than others, depends upon members who are mature and have a sense of responsibility. Only in such a community of responsible citizens can there be an atmosphere established which will contribute to the liberal arts education.

Consequently, the student who fails to support the objectives of Gettysburg College forfeits his or her right to continue to attend the College. The College reserves the right to dismiss any student whose conduct is detrimental to its welfare or whose attitude is antagonistic to the spirit of its ideals. Such an individual forfeits all the fees which he or she has paid. Living groups or organizations formally

approved by the College are subject to the same regulations as individual students.

Believing that it is sensible and proper for all students to be fully aware of their obligations and opportunities as Gettysburg College students, the College publishes a statement entitled "The Rights and Responsibilities of Students." This document is the result of discussions and conclusions reached by the student-faculty-administrative committee. It deals with such questions as the academic, citizenship, and governance rights and responsibilities of students. It is published annually in the *Student Handbook*.

The Student Conduct Review Board and the Office of the Dean of the College handle student violations of College policies, including individual or group violations of College rules. In working to preserve the ideals and objectives of Gettysburg College, the judicial system does not necessarily stress the administration of punishment, but rather the promotion of education. Gettysburg College, as a liberal arts institution, provides a learning experience both in and out of the classroom. By aiding and protecting this educational environment, the judicial system helps students realize their potential as mature responsible citizens.

The Student Conduct Review Board consists of students and faculty members, and is advised by administrative members of the Office of the Dean of the College.

Before a student decides to apply for entrance into Gettysburg College, he or she should be aware of the rules governing student conduct. A complete copy of the rules and regulations may be obtained by writing to the associate dean of the College.

Academic Services and Information

The Office of Academic Advising, located on the second floor of the College Union, offers support in many areas of academic life. Working in conjunction with the individual student's adviser, the associate deans assist students in making educational plans and solving academic problems. In addition, the first year student faculty advising program is coordinated by this office. Deans' Lists, academic deficiencies, withdrawals and readmissions, and petitions to the Academic Standing Committee are processed by this office. Peer tutoring and learning disabilities counseling is also available here.

The Provost of the College, whose office is in Pennsylvania Hall, handles matters pertaining to faculty and academic programs. An associate provost supplies information concerning affirmative action. The registrar and off-campus study office maintain information about study abroad opportunities.

Dean of First Year Students

Gettysburg College has a number of programs to assist its students to have a successful first year in college. Among these are the Summer Seminars held prior to the formal orientation program, the Orientation program before the beginning of the first year, the First Year Colloquy in Liberal Learning, the Wellness course taken by all first year students, the resident advisers in the first year residence halls, and the residence fellows program in selected first year residence halls. The Dean of First Year Students coordinates these various programs and offers general academic advice and other assistance to first year students. His office is on the second floor of the College Union.

Intercultural Advancement

The aim of the Office of Intercultural Advancement (located in the Intercultural Resource Center) is to promote cultural diversity and crosscultural understanding on campus. The department's goal is to stress academic excellence among African American students, African students, and other groups, and to provide culturally-diverse programs and workshops. The Intercultural Resource Center contains materials for genealogical research for all ethnic groups from the southern U.S., with an emphasis on African American families.

The Dean of Intercultural Advancement coordinates all programming, functions, and administrative duties within the department, while the Assistant Dean provides academic advising to students and serves on the Academic Standing Committee.

The Center provides math tutoring to African American, African, and IRC-affiliated students. Besides achieving academic excellence, students are encouraged to participate and take leadership roles in campus activities and clubs.

The Office also encourages students to establish links with the Gettysburg community. The Center established MYEI (Minority Youth Education Institute), which enables Black and Latino school children in grades 7-12 to interact with College students and to learn about their heritage.

All members of the campus community are encouraged to participate in culturally-diverse activities sponsored or co-sponsored by the office with other academic departments and the Black Student Union.

The Office of Intercultural Advancement also assists the Office of Admissions with recruitment of students of color.

In addition, the Office of Intercultural Advancement offers workshops on race relations, cross cultural communications and racism.

College Union

The College Union is the center of student activities and an informal laboratory for experimental learning. Through a myriad of services and activities, the Student Activities Council located in the College Union offers many opportunities for students to become involved in planning and participating in campus activities. Assistance with the development of interpersonal and leadership skills, as well as working with faculty members, administrators, and students to initiate a well-balanced program of cultural, educational, recreational, and social activities are the priority of the Student Activities staff. Among the many services provided by the professional and student staff are information about the campus and community activities, ticket sales, travel information, lost and found, and newspaper subscription services.

Located in the College Union are meeting rooms; campus scheduling; recreational facilities, including a pool; the College Store; showcases; a 1,000-seat ballroom; and the Bullet Hole (snackbar). The Plank Student Activities Center is an informal gathering place for students to meet with their student organizations, relax, study, and listen to music. A fitness room, pinball machines, a large screen TV, billiards, and electronic games are located here.

A campus nightclub, The Dive, is located in the College Union. It features a state-of-the-art sound system, food service, wide screen television, a video system, and a dance floor. The layout of the club allows for flexible floor space to accommodate a variety of special activities.

Student Activities and Organizations

The Plank Student Activities Center serves as the primary resource and advisory center for student activities programs and student organizations. It is establishing itself as the resource center for all student organizations, where many of these organizations have offices (i.e., Student Senate, Student Activities

Council, Black Student Union, Hillel, Honor Commission, *Gettysburgian*, *Spectrum*, and WZBT Radio). The games area, student lounges, and meeting spaces are also available.

Student Activities Council

The Student Activities Council (SAC), a student-run programming board, provides the leadership for organizing meaningful and enjoyable cultural, educational, recreational, and social activities which complement the curriculum at Gettysburg College. The SAC also has a primary role in the programming for special weekends such as Welcome Week, Homecoming, and Fall Family Weekend. All such events are supported by student-controlled funds. The SAC is composed of the following committees: entertainment, concert, festivals, special events, multicultural, Dive Cafe, Dive Movies, and Greek. Representatives from other student organizations provide suggestions and help implement a diverse programming schedule. Membership is open to all interested students.

Leadership Development Program

The leadership development program provides student leaders with two retreats each year, held at the beginning of fall and spring semesters, as well as monthly workshops. Topics have ranged from time and stress management to empowerment and vision setting. Each year, the leadership development program establishes a theme. Students have the chance, in retreats and workshops, to share ideas with each other and to experientially practice the topics discussed. Resources are available in the College Union and student activities offices for student leaders to utilize. The overall goal of the leadership development program is to provide a common basis for student leaders to discuss common issues and to help prepare them to develop a more active role on campus and in the community.

Student Government

Students participate in College governance by serving on various College, class, and faculty committees; as well as in the Student Senate, residence hall associations, and Greek organizations.

Student Senate

The Gettysburg College Student Senate works in cooperation with the trustees, administration, and faculty to bring to the campus community a well-organized, democratic form of student government. It represents the student view in formulating policies

while working to promote cooperation among all constituencies of the College.

The Student Senate is composed of four executive officers, twenty class senators, residence hall representatives, and many dedicated committee members. The four standing committees of the Senate are Academic Policy, Budget Management, Public Relations, and Student Concerns. Students can also serve on various faculty and trustee committees.

The Senate ensures student representation as Gettysburg College strives to maintain its heritage of excellence as one of the finest liberal arts institutions in the United States.

Student Life Council

The Student Life Council is an organization composed of members of the student body, faculty, and College administration. This Council has responsibility for studying matters and developing policies pertaining to student life and student conduct. Business may be brought to the Council or legislation proposed by any member of the College community. Major issues are debated in Student Senate and in faculty meetings before resolution by the Council. The Council makes recommendations to the President, who accepts, rejects, or refers them to the Board of Trustees prior to implementation.

Inter-Residence Hall Association

Since life outside the classroom is a vital part of a student's education, the Inter-Residence Association has been established to address related issues and concerns of Gettysburg College students. The Inter-Residence Association encourages leadership development, greater student involvement, recognition of student leaders, and growth through change in order to optimize the college environment. We also recognize the importance of a good working relationship between students and administrators, emphasizing the need for communication, understanding, and achievement of mutual goals.

The Honor Commission

The Honor Commission is a student organization which is authorized by the constitution of the Honor Code. The Commission is composed of ten students, aided by four case investigators, six faculty advisers, and an adviser from the College administration. Its function is to promote and enforce the Honor Code at Gettysburg College, to secure the cooperation of students and faculty to these ends, and to adjudicate allegations of Honor Code violations.

Interfraternity Council

An important part of the responsibility for governing fraternities at Gettysburg College is assumed by the Interfraternity Council (IFC), an organization composed of an executive board, the President, and a representative from each social fraternity. This Council formulates and administers general regulatory policies by which fraternities must abide. It serves as the representative of the social fraternal groups to the student body, the College, and the community of Gettysburg. During the school year the IFC sponsors a variety of campus social and community service activities.

Panhellenic Council

Important responsibility for governing the sorority system at Gettysburg College is assumed by the Panhellenic Council, to which each sorority elects two student representatives. This Council establishes and enforces the Panhellenic "rush" regulations and functions as a governing body in matters involving sororities and intersorority relations.

Programming and Student Activities

In addition to the programs sponsored by the Office of Student Activities and the Student Activities Council, the College offers many other major activities which are sponsored by campus groups. Among these are the Performing Arts Committee and Convocation Committee, as well as various dramatic and musical organizations.

The Lecture Program, sponsored by a faculty lecture and performing arts committee, brings well-known scholars and outstanding figures in public life to campus each year. In this way, the College extends the student's view beyond the confines of the College community. In addition to the general lecture series, the following special lectures are given regularly.

The Robert Fortenbaugh Memorial Lectures :

An endowment provided by Clyde E. (Class of 1913) and Sara A. Gerberich supports a series of lectures and other programs in the Department of History. Each year an authority on the Civil War period has lectured on a topic related to those years. These public lectures are presented in November to coincide with the anniversary of Abraham Lincoln's Gettysburg Address.

Musselman Visiting Scientist: A fund provided by the Musselman Foundation in honor of Dr. John B. Zinn, former chair of the chemistry department, supports

an annual three-day visit by a renowned scientist to the chemistry department.

Stuckenberg Lecture: A bequest from Mary G. Stuckenberg in memory of her husband, the Rev. J. H. W. Stuckenberg, enables the College to sponsor a lecture in the area of social ethics.

Bell Lecture: A fund from the estate of the Rev. Peter G. Bell (Class of 1860) was given to the College to establish a lectureship on the claims of the gospel ministry on college men. The main object of this fund is "to keep before the students of the College the demand for men of the Christian ministry and the condition of the age qualifying that demand."

Norman E. Richardson Memorial Lectureship Fund: A fund established to commemorate the outstanding contributions made to the College by Norman E. Richardson, Professor of Philosophy, from 1945 to 1979, supports each year an event that stimulates reflection on inter-disciplinary studies, world civilization, the philosophy of religion, values, and culture.

The Henry M. Scharf Lecture on Current Affairs: A fund provided by Dr. F. William Sunderman (Class of 1919) in memory of Henry M. Scharf alumnus and member of the College's Board of Trustees from 1969 to 1975, is used to bring a recognized authority or scholar to the campus each year to speak on a subject of timely interest.

The College encourages students to experience and to participate in various **performing arts** and provides an opportunity for those with special talent to develop and share that talent.

Performing Arts Committee: Each year recognized professional groups and individuals present to the campus performances of dance and drama, as well as vocal and instrumental music.

The Gettysburg College Choir: It appears at special services and concerts on campus. Each year it makes a concert tour, presenting concerts in churches and schools. Choir members are selected on the basis of ability, interest, and choral balance.

Chapel Choir: During the year it performs at chapel services, special services, and concerts. Members are selected on the basis of ability and willingness to meet the rehearsal and service requirements.

Band: The "Bullet" Marching Band begins its season with a band camp in preparation for performances at

football games, festivals, and parades. At the conclusion of the marching band season, the College Symphonic Band begins its rehearsals. In addition to home concerts, there is an annual tour through Pennsylvania and neighboring states.

The offering of small ensembles remains a vital segment of the overall instrumental program. Clarinet choir, brass ensemble, jazz ensemble and others are open for membership to band members and meet on a weekly basis.

Gettysburg College/Community Chamber Orchestra: The orchestra performs concerts throughout the academic year. Membership is open to all students who have the necessary proficiency. Auditions are held at the beginning of each school year.

The Sunderman Chamber Music Concerts: The Sunderman Chamber Music Foundation, established by Dr. F. William Sunderman (Class of 1919) to "stimulate and further the interest of chamber music at Gettysburg College," each year sponsors important campus performances by distinguished and internationally-recognized chamber music groups.

The Owl and Nightingale Players: Each year this distinguished group of performers stage three major productions under the leadership of the College's theatre faculty. The program is a varied one: each four-year cycle usually includes plays by Shakespeare, Shaw, Moliere, and O'Neill, as well as Broadway musicals and works by contemporary dramatists. All productions are offered in the handsome 245-seat Kline Theatre which features a thrust stage and is located in Brua Hall.

Laboratory Theatre: Lab Theatre produces a dozen one-act plays each year, many of which are new and some of which are the work of campus playwrights. All works are given in the exciting Stevens Laboratory Theatre in Brua Hall, where the seating can be rearranged to provide staging in the round, thrust, profile, and frontal. In addition, senior theatre arts students utilize the theatre for staging thesis productions for their major.

Otherstage: In addition to sharing the facilities of the black box Stevens Theatre, this troupe performs its short plays at other areas both on campus and in the community. Their work encompasses lunchtime theatre, street theatre, and children's theatre.

In each of the theatre groups, students are afforded the opportunity of gaining experience in all areas of

theatre, from acting and directing to scene design, lighting, and costuming.

Gettysburg Theatre Festival: Now in its twenty-second season of offering cultural stimulation as well as refreshing entertainment to both campus and community, the Gettysburg Theatre, with its company of professional performers, provides the focus for the Theatre Practicum. These are college credit courses: students herein enrolled serve in supporting roles and assist in the technical aspects of the Theatre's life. The company offers an interesting balance of modern classics, Broadway and off-Broadway hits, and avant garde works not generally performed in summer theatre. All works are performed in the air-conditioned Kline Theatre. In addition, the company operates a Theatre for Children, which offers a series of hour-long plays for young people on the lawn adjacent to Brua Hall.

Artist-in-Residence: During the year, the College invites professional performing artists to the campus for one-month residencies. Drawn from music, theatre, dance, and fine arts, the artists-in-residence work with interested and talented students in workshops as well as in rehearsals and, ultimately, in performance.

Campus Communications

Every community needs to keep its members in contact with each other and with the rest of the world. On the Gettysburg campus, student communication media not only inform the members of the community, but also afford students an opportunity to express their ideas effectively and to learn the practical necessities of producing newspapers, radio broadcasts, magazines, and yearbooks.

The Gettysburgian: The College newspaper is staffed completely by students who are responsible for editing, feature writing, news writing, layout, personnel management, subscription management, and circulation. This weekly newspaper carries news, feature articles, and editorials concerning activities on and off campus.

The Mercury: The poems, short stories, and illustrations published in *The Mercury* are contributed by students. The student editorial staff encourages creative writing within the campus community.

The Spectrum: A pictorial essay of life on campus is featured in the College yearbook. Staffed by students, the yearbook offers the opportunity for creativity in

design, layout, photography, and writing. *The Spectrum* covers the full academic year, including commencement weekend. It is mailed to graduating seniors and offered to underclass students early in the fall semester.

WZBT: The College radio station (91.1 megacycles) has been the voice of the campus for many years. WZBT operates as a noncommercial, educational FM radio station over the public airwaves and under FCC regulations. The station is student staffed and broadcasts a variety of programs from its fully-equipped studios. WZBT is organized like a professional radio station and offers positions for announcers, disc jockeys, newscasters, engineers, and music librarians, as well as jobs in production, continuity, and advertising. A student executive committee supervises the daily operation of the station, and a Board of Overseers composed of students, faculty members, and administrators establishes general policy for the station.

Other Activities

Opportunities for students to pursue their special interests also exist through the long list of campus clubs and organizations. The list includes Amnesty, Art Society, Bicycling, Black Student Union, GCTV, GECCO (Gettysburg Environmental Concerns Organization), Rugby Club, and International Club. Various other opportunities are available in departmental, service and professional clubs, and honorary societies.

Career Services

The Career Services Office at Gettysburg College, located at 51 Stevens St., helps Gettysburg students make informed career decisions, and then act effectively with regard to those decisions. Career Services also seeks to promote an active interest in Gettysburg College students among organizations and individuals beyond the campus community.

The process of developing a career during the college years is implemented through several activities, each essential to the ultimate success of the individual. These essential activities are **self-assessment, career exploration, experiencing career alternatives, and the actual implementation of the job or graduate school search.** Ideally, initial discovery and expansion of interests and skills occurs during the first year, when exposure to the many facets of college life begins. More focused self-assessment

might begin as students contemplate the career implications of their choice of an academic major during the sophomore year. During the junior year and the summers immediately before and after, students may develop a more precise knowledge of and interest in a particular career field, perhaps through a summer job, internship, or volunteer experience. Plans for the actual job or graduate school search, which can take place throughout senior year, may begin to be made at this time.

The Career Services Office assists students with all of these career development phases. We help students assess their skills, interests, and values, match these to the career fields most appropriate to them, and then train students in how to conduct an effective job or graduate school search. Since most individuals will change jobs and even careers a number of times during the course of their working lives, this kind of background and training will be useful in the future.

Individual career counseling for students is always available with our professionally-trained staff. A special First Step Session workshop, an interactive computer program (DISCOVER), and information on the career paths of various academic majors at Gettysburg are available to students beginning to conduct career self-assessment. Our Career Library is stocked with books, monographs, and directories which provide students with up-to-date information on possibilities within the world of work. A special resource at Gettysburg is the **Gettysburg Alumni Information Network (GAIN)**, a group of alumni who have volunteered to provide our students with career information, and who are readily accessible to our students. Career Coffee Hours, which bring alumni of various academic majors back to campus to talk with students, are hosted throughout the year. We also host a Graduate School Day during which students meet with representatives from a variety of professional and graduate programs, and a Social Change & Community Service Career Fair for students interested in careers in those areas.

To help students conducting a serious graduate school or job search, the Career Services Office offers workshops on "Resume Writing", "Effective Interviewing", "Summer Jobs", "The Art and Science of Job Hunting", and "Graduate School Search Techniques." We also have an active on-campus recruiting program, as well as three large off-campus job fairs.

Career Services also conducts a follow-up study of each graduating class to learn more about post-graduate

experiences. Over the past several years, our career services students have pursued a wide range of post-college occupations, including accountant, teacher, management trainee, research technician, marketing representative, account executive, budget analyst, financial planner, congressional aide, personnel assistant, social worker, and assistant editor. Graduates also pursue advanced study in fields such as physical therapy, athletic training, law, medicine, religion, psychology, genetics, college administration, international affairs, and politics. Examples of organizations where graduates obtained employment were Arthur Andersen & Co., Federal Government, Deluxe Check Printers, March of Dimes, Sports Medicine Association, U.S. House of Representatives, Prudential, Merck & Co., TRW, and AETNA Life & Casualty. Examples of educational institutions attended include Boston College, Tufts University, Georgetown University, Pennsylvania State University, Dickinson School of Law, Johns Hopkins University, and Rutgers University.

The process of getting a job, which is only one part of the whole career development process, takes intelligence and planning, and each individual student at Gettysburg must learn it at his or her own pace, and with individual questions in mind. We have the resources and professional expertise to help students, and encourage them to visit us at any point in their college careers.

Health Center

The Gettysburg College Health Center is dedicated to the delivery of personalized primary health care. The health center contains both health and counseling services in order to maintain both physical and emotional well-being. Illness care and health promotional activities are possible through the inclusion of a wellness model for health care.

Wellness can be defined as an ongoing process of personal involvement in life-style behavior that promote physical, emotional, intellectual, and spiritual well-being. Students are encouraged to take an active role in their health care by making appointments at the health center and becoming more-informed health care consumers.

The health center maintains a strict policy of confidentiality. Only with the patient's written consent can any health record or health-related information be shared outside of the health center. The contents of the health record are not incorporated into the official college record.

Gettysburg College has an HIV/AIDS policy which covers students, faculty, staff, and administration. The purpose of this policy is to support the confidential needs of the individuals with HIV/AIDS, as well as maintain the safety of the campus community. Copies of this policy, which is reviewed annually, are available in the *Student Handbook* and the human resources office.

Student Health Services

The Student Health Services component of the health center offers a variety of illness, wellness, and health educational services for students. The professional staff includes adult and family nurse practitioners, family physicians, registered nurses, medical assistants and an administrative assistant. All of these individuals specialize in college health-related issues. The nurse practitioners are registered nurses with advanced education and certification in the assessment, diagnosis, and treatment of minor acute and stable chronic illness. Together, the health care providers offer the following health services:

- Assessment and treatment of minor acute illness
- Maintaining stable chronic illness (such as diabetes and asthma)
- Immunizations (Tetanus, TB tests)
- Allergy injections
- Women's health care
- Men's health care
- Contraceptive services
- Health education
- Weight management
- Stress management
- Exercise recommendations
- Well care physicals
- Nutrition guidance

A limited number of in-house laboratory evaluations can be performed (throat and urine cultures, mono and pregnancy tests) during a health visit. The cost of the visit to the health center for evaluation, some lab work, and some medications, is covered by tuition and fees. Any additional lab work, immunizations, x-rays, medications, ER visits, or physician referrals are the financial responsibility of the student. All students are strongly encouraged to have health insurance coverage. An accident insurance policy covers all students after their private insurance stops, but does not include x-rays or hospitalizations for non-accident-related illnesses.

Health history and physical examination forms are required for each new student prior to registration. All

students must have the following immunizations: 1) tetanus immunization within 10 years; 2) tuberculin skin test within one year; 3) measles, mumps, and rubella (MMR) at 15 months and second booster (since 1980) before entering college and/or documented immune titre.

All patients are seen in the health center, located in the Fisher-Sieber Health Center, by appointment only. Walk-in services are for minor emergencies. For after-hours health care emergencies, students are encouraged to go directly to the Gettysburg Hospital Emergency Department, located six blocks from campus.

The importance of the provision of health education and wellness information to individual patients and small groups cannot be overstated. Student groups are actively involved in the policy-making and outreach efforts of the health center to better integrate vital health information into the campus community.

Counseling Services

With the goal of promoting the emotional well-being of all members of the Gettysburg College Community, the counseling services staff located in the Fisher-Sieber Health Center, offers a number of services and a wide variety of programs. These activities are concerned with helping students grow to become effective, self-directing adults. This goal is achieved through teaching students the skills necessary to deal with their personal problems and feelings so that they can benefit as much as possible from their educational experience.

Through individual counseling, the College's professional counselors work with students in a confidential relationship, teaching them how to approach their problems and how to resolve them. Some of the types of things students talk to counselors about are their morals and values, academic pressure, study habits, concerns about their sexuality, relationship issues, drug-related issues, problems with friends and roommates, their goals and plans, difficulties at home, feelings of depression and lack of motivation, and how to become the kind of person they want to be. While much counseling involves solving problems and changing, its focus is often simply helping a student to better understand himself or herself.

The College, through the counseling services, provides the campus community with a program of alcohol and drug education which includes prevention programming, help for problem users,

group support for recovering persons and for adult children of alcoholics, and awareness presentations. Campus health education is also provided by CHEERS (College Healthy Environment Education for Responsible Students), which is made up of student peer educators. The drug education coordinator is available to the campus community to develop and maintain appropriate educational programs and to counsel with individuals.

Counseling services also offers a number of topic-oriented group experiences which teach skills that students can use to improve their experiences on campus and to assist them when they leave Gettysburg. Group experiences that are regularly offered are designed to teach assertiveness and communication skills, improve relaxation, enhance study habits, deal with eating disorders, build self-esteem and cope with separation. Other group experiences are created based on campus need and interest. For students interested in self-help, an audio and video tape library is available in the counseling office. A wellness resource room, located in the west end of the health center, contains a wide variety of health care and life-style pamphlets, brochures and booklets which are available for student use.

When appropriate, the counseling services also functions as an information and consulting service working with students and others on a variety of campus programs and projects to promote a healthy environment. Members of the counseling staff teach, conduct research, and work closely with the faculty, administration, and parents on issues of student concern.

All counseling service activities are free, confidential, and available to Gettysburg College students. It is the desire of counseling staff members that their services complement the College academic program. It is also their hope that, for many students, the counseling service will be an integral part of their educational experience.

Religious Life and Chapel Programs

The Gettysburg College Chapel Program offers students opportunities to grow in the understanding and practice of their own religious traditions, to appreciate the religious traditions of others, and to better understand and integrate the relationship between faith, reason, and daily life. With attendance completely voluntary, the Chapel Program attracts students and faculty members of various religious

backgrounds, provides spiritual nurturing, and assists in the exploration of religious disciplines.

Corporate worship is an important part of Chapel offerings. Students from a variety of traditions join together in worship at Christ Chapel each Sunday. Led by the College chaplain, the service often features noted speakers. The Chapel choir offers anthems and liturgical music, and students often assist in the worship. In addition to the College chaplains, a Roman Catholic priest and a Catholic laywoman are Catholic campus ministers available for students. Each Sunday evening mass is celebrated. A Quaker service is held in Glatfelter Lodge on Sunday mornings, and the Christian Science community gathers on a regular basis.

Moreover students are also welcomed in the various churches of the Gettysburg community, and local ministers participate in chapel worship throughout the year. Each week there is a Wednesday evening candlelight communion service in Christ Chapel, a Thursday evening candlelight mass, and a noontime Eucharist. A Rabbi is regularly on campus to advise Hillel, and serve as a counselor to students of the Jewish faith; he also teaches a course on Judaism in the religion department.

Student leadership and participation is a key focus of Chapel ministries. The Chapel programs are coordinated by the executive board of the Ministries at Christ Chapel (MACC), a voluntary group of students. MACC Committees include: advice on worship and music, which plans services; community service, which coordinates volunteers and promotes awareness of social justice concerns; fellowship, which coordinates retreats and social events; and public relations, which facilitates communication with the larger campus and civic communities. Pre-seminary students meet to support each other while exploring Church professions. Hillel, a common interest group for persons interested in Jewish culture, meets for social activities and a deeper appreciation of Judaism. The Catholic Campus Ministry meets weekly to plan programs of interest to Catholic students. The Inter-Varsity Christian Fellowship and Fellowship of Christian Athletes meet for fellowship and renewal. The Lutheran Student Movement is part of the national organization of Lutheran college students.

Center for Public Service

The Gettysburg Center for Public Service, located in the Eddie Plank Student Activities Center, sponsors

service-learning awareness trips involving students, faculty, and staff. Recent trips have included visits to New York City, Washington, D.C., New Mexico, Alabama, San Francisco, Moscow, Nicaragua, Mexico, South Carolina, Jamaica and several Native American reservations in the Midwest and Arizona. Future projects will include trips to St. John and its sister islands and possibly Brazil. Some trips, 14 days in length, take place over the Semester Break in January while others occur during the Spring Break.

An active Community Services Program includes Adopt a Grandparent, *Pet-Facilitated Therapy and Outreach*, which involve students with the elderly and developmentally disabled; *Volunteers for Youth*, CARE and Tutoring, which encourage students to mentor the youth in the Gettysburg community both academically and recreationally; and *Habitat For Humanity*. There are three service organizations on campus which promote service in the community: *Alpha Phi Omega*, *Rotaract* and *Circle K*. Additionally, the Center for Public Service works with over 35 local social-service agencies in Gettysburg to offer local volunteer opportunities to students both short-term and on-going throughout the semester.

Athletics

The College has an extensive program of inter-collegiate and intramural athletics for men and women. It is possible for all students to participate in some supervised sport; for those with particular athletic skills and interests, a full array of varsity teams are available. Gettysburg College maintains membership in the National Collegiate Athletic Association, the Eastern Collegiate Athletic Conference, and the Centennial Conference, which includes Bryn Mawr College, Dickinson College, Franklin and Marshall College, Haverford College, Johns Hopkins University, Muhlenberg College, Swarthmore College, Ursinus College, Washington College, and Western Maryland College.

The intercollegiate program includes teams for men, teams for women, and one athletic team for which men and women are eligible. Gettysburg also has a varsity cheerleading squad which both men and women are eligible to participate in. The breakdown is as follows:

	Men	Women	Co-ed
Fall	Cross Country	Cross Country	Cheerleading
	Football	Field Hockey	
	Soccer	Soccer	
Winter		Volleyball	
	Basketball	Basketball	Cheerleading
	Swimming	Swimming	
	Wrestling	Indoor Track	
Spring	Indoor Track		
	Baseball	Lacrosse	Golf
	Lacrosse	Softball	
	Tennis	Tennis	
	Track and Field	Track and Field	

Campus Recreation

The Office of Campus Recreation is dedicated to complementing the academic goals of Gettysburg College by providing a variety of recreational activities for all students, faculty members and staff members. Programs include intramural sports, aerobics/fitness, sports clubs, and informal recreation.

Intramural sports include a wide range of team, individual, and dual sports. Team sports include softball, flag football, basketball, floor hockey, indoor and outdoor soccer, and volleyball. Special events include tennis, table tennis, wrestling, swimming, cross country, golf, billiards, bench press, 4x4 volleyball, wiffle ball, 3-on-3 basketball and Timex Fitness week.

Fitness activities are the fastest growing portion of the campus recreation program. Aerobics classes held daily are designed to meet the needs of all students by offering high impact and low impact classes. Tone and stretch classes, aqua aerobics, and step aerobics, are also offered.

The sport club program is another growing segment of the campus recreation program. These clubs are designed so that anyone of any skill level may participate. Sport clubs currently active on campus include men's rugby, men's ice hockey, tae kwon do, cuong nhu, cycling, boxing, men's volleyball, paint ball, cricket, and equestrian.

The campus recreation office tries also to provide as much time as possible for informal recreation. Activity areas include a swimming pool, basketball courts, tennis courts, weight room with Nautilus and free weights, a new fitness room with stationary bikes,

stairclimbers, rowers and Nautilus, and a multi-purpose area within the Bream/Wright/Hauser Athletic Complex for a variety of recreational activities.

Financial Aid

Details about financial aid are found in the Student Financial Aid section of this catalog.

Facilities

Gettysburg College has a 225-acre campus with 60 buildings that provide excellent facilities for all the College programs. These buildings range from the original, historic, Pennsylvania Hall (Old Dorm), constructed in 1837 and listed on the National Register of Historic Places, to the modern Musselman Library/Learning Resources Center that was cited for its excellent design by the American Institute of Architects.

Academic Facilities

The Library: The College library collection is housed in the Musselman Library/Learning Resources Center, completed in 1981, and in two departmental libraries: Chemistry in Breidenbaugh Hall and Physics in Masters Hall. Total collections are approximately 340,000 volumes, 23,000 microforms, 36,000 governmental publications, 12,000 records, and extensive slide, filmstrip, and other instructional media. The library subscribes to over 1,400 journals. An automated system provides users with enhanced access to the library catalog through any computer attached to the campus network.

The College's library uses the Interlibrary Delivery Service which allows Gettysburg College to borrow materials quickly from 200 academic and research libraries. The library is able to order and receive materials from most of these libraries via telefacsimile. The library also maintains cooperative arrangements with the Associated College Libraries of Central Pennsylvania, PALINET (Pennsylvania Library Network), and the Central Pennsylvania Consortium.

Classrooms, Laboratories: The following classroom and laboratory facilities serve the College.

Building	Academic Departments	Special Features
Brua Hall	Theater Arts	Kline Theatre Stevens Laboratory Theatre
Glatfelter Hall	Computer Science Economics English Management Mathematics Sociology Anthropology	Microcomputer laboratories
McKnight Hall	French German Spanish Portuguese	Language laboratory in Musselman Library
Schmucker Hall	Art and Music	Art Studios, gallery, extensive slide collection, recital hall, practice rooms
Weidensall Hall	Classics Education History Philosophy Religion Political Science	
White House Breidenbaugh	Chemistry	Fourier Transform Infrared, Fourier Transform NMR, UV visible and Gas Chromatograph-Mass Spectrometers, research laboratories, library
Masters	Physics Environmental Studies	Hatter Planetarium, optics laboratory Plasma physics laboratory, library
McCreary	Biology Psychology Environmental Studies	Electron microscopes, research laboratories, greenhouse, aquarium room, herbarium, image analysis laboratory.
Observatory		Sixteen-inch Cassegrain telescope

Computing Services

Computer Labs: Glatfelter Hall houses three computer labs that house a total of 15 MS-DOS personal computers, 9 NeXT workstations, and 21 Apple Macintosh computers. In addition, there are 10 IBM personal computers and 12 Apple Macintosh computers on the second floor of Musselman Library. Laser printers are available in Glatfelter Hall, Pennsylvania Hall, Musselman Library, and Musselman residence hall for student printing. For the research needs of faculty members and students, a SUN 4/690 server allow students to access mainframe applications. A variety of educational and course-related software packages are available in all public computing labs through the campus network.

Computer Network on Campus: The College has completed the initial phase of its computer network that electronically links all academic campus buildings and most residence facilities. The network provides state-of-the-art data communications capabilities for the more than 2,500 students, faculty members and staff members. The campus is linked to Internet and Bitnet which allows communication and information sharing between computers on the Gettysburg College campus and thousands of computers across the country and throughout the world. Network connectivity allows sharing of vast amounts of data, and collaboration between students, members of the faculty, and others at different institutions. The campus network also provides access to the library's card catalog system. By use of Internet, users also have access to libraries in the United States and in many foreign countries.

Computing Services maintains a gopher server and a World Wide Web server accessible through Internet at jupiter.cc.gettysburg.edu.

Computer Store: Computing Services sells computing hardware and peripherals to students, faculty members, and staff members of the College at educational prices, which result in discounts of up to fifty percent off suggested retail prices, through the College store. The store carries machines from the Apple and IBM lines.

Computer Training: Computing Services provides a series of training sessions throughout the year for students, faculty members, and staff members on hardware, software, and networking. These sessions are free. Topics range from "Introduction to WordPerfect" to "Spreadsheet Concepts" to "Creating Dynamic Resume's." A help line for students who have computing-related questions is also available. In addition, student assistants are available in the computing labs at night and on weekends to answer questions and provide limited training.

Athletic Facilities

The Bream/Wright/Hauser Athletic Complex and the Eddie Plank Student Activities Center contain the College's indoor athletic facilities. These facilities include seven regulation basketball courts, four indoor tennis courts, a 1/11 mile chem-turf track, fitness rooms for training and aerobics, a sports medicine center, classrooms, and a conference/library room. In addition, the swimming pool of Olympic dimensions, located in the College Union, is used for varsity

swimming competition and intramural and recreational swimming.

Outdoors, the campus offers several athletic field areas: Musselman Stadium, with the football field and a quarter-mile cinder all-weather track; a baseball field; two areas for soccer and lacrosse; Memorial Field, for women's field hockey and lacrosse; a women's softball field; and the intramural areas which contain eight tennis courts, and numerous soccer, football, and hockey fields. In addition, fourteen intercollegiate tennis courts are also available.

Student Services

Located near the residence halls are the College Union, the health center, and Christ Chapel.

Administrative Offices

Pennsylvania Hall, the original College building, after complete renovation, provides modern offices and facilities for administrative personnel. Other offices are in the College Union. The Admissions Office is housed in Eisenhower House, which served as the office of General Dwight D. Eisenhower during his years in Gettysburg.

Other Facilities

On campus is the home of the College President. College maintenance services are centered in the West Building. The College owns several houses adjacent to the campus which are used as offices and as centers for special programs.



GETTYSBURG

Admission,
Expenses and
Financial Aid

Admission Policy

Gettysburg College students come from a wide variety of backgrounds and secondary school programs. The College encourages applications from students of differing ethnic, religious, racial, economic, and geographic settings.

The admissions staff encourages applications from students who have demonstrated a capacity for academic achievement, responsiveness to intellectual challenge, eagerness to contribute their special talents to the College community, and an awareness of social responsibility. Such persons give promise of possessing the ability and the motivation which will enable them to profit from the many opportunities that the College offers.

Since the competition for admission is highly competitive, the admissions staff gives careful consideration to each application. Its decisions are based on three categories of evidence described below.

Evidence of high academic achievement as indicated by the secondary school record. The College considers grades in academic courses, quality and distribution of subjects, and rank in class as highly significant parts of the applicant's credentials. Participation in accelerated, enriched, and advanced placement courses is desirable. The College regards superior facility in the use of the English language and an understanding of fundamental mathematical processes as essential to a successful college experience. It also assumes graduation from an approved secondary school.

Evidence of ability to do high quality college work as indicated by aptitude and achievement test results. The Scholastic Aptitude Test (SAT) of the College Board or the test results of the American College Testing (ACT) program are required of all candidates. Applicants submitting the SAT should ensure the reporting of the subscore of the Test of Standard Written English (TSWE), since those results are used for placement purposes in English. Achievement tests are suggested, but not required, to complete an application.

Evidence of personal qualities There is high interest in individuals of character who will contribute in positive ways to the College community. Such contributions should be appropriate to the talents of each student, whether these be leadership in campus programs, involvement in the welfare of others, expression of artistic creativity, or the quiet pursuit of scholarly excellence. In estimating such qualities, the College relies on what students say about themselves; the confidential statements from secondary school principals, headmasters, and guidance counselors; and

on personal appraisals by its alumni and friends. Essentially, any evidence of in-depth involvement in secondary school activities and/or participation in community affairs (especially volunteer services) is favorably considered in the final decision-making process.

Admission Procedure

Students interested in Gettysburg College should submit an application during the fall of their senior year and no later than February 15. A nonrefundable fee of \$35 must be sent with the application. Although not required, a visit to the campus and an interview with a member of the admissions staff is strongly recommended. Students considering a major in art or music make their interest known when requesting an interview, so that arrangements can be made for an appointment with a member of the department concerned. Seniors should plan their visits before February 15 and juniors, after April 1.

Offers of Acceptance

Early Decision. Students for whom Gettysburg is a first choice are strongly encouraged to apply for Early Decision admission. The application will be considered between November 15 and February 1 of the senior year. Those students accepted under this admission plan are obligated to enroll at Gettysburg College and to withdraw applications submitted to other institutions. Notification of the decision on admission will be made between December 15 and February 15. Payment of a nonrefundable advance fee of \$200 is required to validate this offer of acceptance.

Although the Early Decision applicant should take the SAT in the junior year, scores from the October/November testing date of the senior year will also be considered. Those students submitting applications for Early Decision who are not offered acceptance at that time will automatically be considered for Regular Decision admission upon receipt of subsequent semester grades and test scores from the senior year.

Regular Decision. To be assured of maximum consideration, students must present applications by February 15. Most offers of acceptance will be announced by early April after the receipt of November, December, or January SAT results and senior year first semester grades. Results for the SAT or ACT taken prior to the senior year may be used to satisfy test requirements.

Payment of a nonrefundable advance fee of \$200 is required to validate the offer of acceptance. Since Gettysburg College subscribes to the principle of the Candidate's Reply Date, students have until May 1 to make their decision and pay the advance fee.

Students offered acceptance under either Early Decision or Regular Decision admission are expected to maintain their academic record, pass all their senior courses, and earn a secondary school diploma.

Admission with Advanced Credit and Placement

Students who have taken college-level courses in secondary school and wish to be considered for advanced credit or placement must take advanced placement tests of the College Board. All entering students who submit a score of four or higher on these tests shall receive two course credits for each tested area toward the 35-course graduation requirement, with the exception of the Mathematics Calculus AP examination, for which one course credit shall be given. Students submitting a score of three may receive, at the discretion of the appropriate department, credit or advanced placement. Course credit for advanced placement will be lost if a student takes the equivalent course at Gettysburg. Students who have completed advanced-level or honors courses may be considered for advanced placement.

Those high school students who have taken regular courses at the college level in regionally-approved junior or four-year colleges may receive credit for these courses if there has been no duplication of high school units and college credits. This credit must be approved by the chairperson of the academic department involved.

Gettysburg College recognizes the quality of the International Baccalaureate (IB) Diploma in the admissions process. In addition, the College awards two course credits in each subject area for Higher Level examination scores of five or higher. Credit for a Higher Level score of four will be given at the discretion of the department.

See the section on residence requirements and schedule limitations for information about the planning of the academic program of students who plan to complete their graduation requirements in less than four full years.

Admission of Transfer Students

A transfer student may be admitted at the beginning of any semester. He or she must present a regular application, including secondary school records and SAT or ACT results, and an official transcript from all colleges and universities attended. All transfer students must be entitled to an honorable dismissal without academic or social probation from the college from which they transfer and must be recommended for transfer by the dean of the college previously attended. A transfer candidate is expected to visit the

campus for an interview with the transfer student coordinator in the admissions office.

Gettysburg College requires sound academic performance in previous college work for students who seek admission as a transfer student. Credit is granted for individual courses passed with a grade of C or better at approved institutions, provided that these courses fit reasonably well into the Gettysburg curriculum. Academic credit for courses transferred is granted tentatively until the student has satisfactorily completed one year of work at Gettysburg College. All transfer students must satisfy all requirements for the degree for which they are candidates.

Admission as a Special Student

A high school graduate, not a candidate for a degree, may apply for admission as a nonmatriculated student. Normally, such a student may enroll in a maximum of two courses. Permission to take more than two courses must be secured from the provost.

Taking courses as a special student requires permission of the instructors of the courses involved, as well as filing an application for special student status with the admissions office. A special student who may later wish to become a candidate for a degree must submit an application under regular admissions procedures. Special students have the same classroom duties and privileges as regular full-time students, but no promise is made in advance that the special student will be admitted as a candidate for the degree.

Comprehensive Academic Fee Plan

Gettysburg College charges a comprehensive academic fee covering the two semesters of the academic year. NOT included in this fee are books and supplies, some private lessons in music, and optional off-campus courses.

Payment of the comprehensive fee entitles a student to register for and receive a grade in a total of 36 course credits and in the required quarter courses in health and physical education (HPE). Students may enroll in five courses during any semester without an extra charge. Three required HPE quarter courses may be taken without charge at any time.

The fee applies to each full-time student. For purposes of the comprehensive academic fee, a full-time student is one registering for at least three, but not more than five, courses per semester (except for required HPE quarter courses). Any additional course registration beyond five requires additional charges of \$1,775 per full course or \$445 per quarter course. Majors in health and physical education and music

may take some quarter courses above the five-course limit at no additional charge (see the departmental listings for details). Part-time matriculating students will be charged \$2,220 per course.

1993-94 Fees

Comprehensive Academic Fee	\$ 19,964
Health Service Fee	\$ 90

Board

College Dining Hall 20 meals per week	\$ 2,148
(Rates for reduced meal plans of 7, 10, and 14 meals per week are available from the Business office)	

Room Rents

Costs for all College living facilities	\$ 2,180
Single room	\$ 3,150
Apartment	\$ 2,940
Apartment (single)	\$ 3,050

Estimate of Total Expenses for an Academic Year

Comprehensive Academic Fee	\$ 19,964
Health Service Fee	\$ 90
Board	\$ 2,148
Residence Hall Room	\$ 2,180
Books and Supplies	\$ 500
	<u>\$ 24,882</u>

This tabulation does not include personal expenses such as clothing, laundry, spending allowances, fraternity dues, and transportation.

Special Student Fees

Any student who is not a candidate for a degree will be charged at the rate of \$1,775 per course or \$445 per quarter course.

Board Policy

First year students must participate in the full board plan (20 meals per week). All students living in the College residence halls are required to participate in at least the seven-meals-per-week plan.

The following exceptions apply:

- Those living in apartment-style residence halls.
- Those living off-campus or at home.
- Those who are roommates of residence coordinators.

Housing Policy

All first year students are expected to room in the College's residence halls, and preference is given them in securing dormitory space. Fraternity housing is available to students following their first year. When the residence halls have been filled, permission for off-campus housing may be granted to a limited number of students who have applied through a procedure administered by the dean of college life. Students who have withdrawn from the College and are approved for

readmission or who are returning from off-campus study are expected to occupy any vacancy which may exist in a College residence hall.

Payment of Bills

Checks should be made payable to Gettysburg College and sent to the accounting office, Gettysburg College, Gettysburg, PA 17325-1483 by the dates outlined below.

The College operates on a two-semester calendar. An itemized statement of charges for each semester is mailed approximately one month before the payment due date. First semester charges are due on August 1; second semester charges are due on December 10. The College has an optional monthly payment plan which runs from June 1 to March 1 (see Payment Plans).

Delinquent accounts will be subject to a late payment charge at the rate of 1% per month. This late charge will be waived for Guaranteed Student Loan amounts processed by the College prior to due dates for payments. Students and parents are responsible for collection costs on any accounts placed for collection.

The advance payment of \$200 made under either the early or regular acceptance plans is credited to the reserve deposit account. While the student is enrolled, this non-interest-bearing account remains inactive. The reserve deposit is activated after the student graduates or withdraws from school. At that time, reserve deposit funds are transferred to the student's account receivable to satisfy any unpaid bills, including room damage, fines, lost library books, NSF checks, unpaid phone bills, unpaid College store charges, etc. After applying the reserve deposit to the student's account, if a credit balance exists, it will be refunded or credited against a college loan.

Every continuing student in the College is required to pay \$300 by March 1st, which will be applied toward the student's first semester College bill in June. No refunds of this fee will be made after the date of Spring registration.

Veterans' Administration Benefits

Gettysburg College has made the necessary arrangements whereby eligible veterans, dependents, and members of the military may receive monthly payments from the Veterans' Administration in accordance with the appropriate laws and regulations. Students requiring any forms to be completed by the College concerning these benefits should contact the Office of the Registrar.

Payment Plan

The College has an optional monthly payment plan for those who wish to make installment payments over

a ten-month period. The first installment is due June 1. There is a \$35 non-refundable fee for enrollment in this plan. Contact the accounting office for details.

There are other privately-operated payment plans, some of which include certain insurance coverage. The College is most familiar with Knight College Resource Group, 855 Boylston Street, Boston, MA 02116, or Academic Management Services, 50 Vision Boulevard, East Providence, RI 02914. Information about these plans is mailed to all new students.

Refund Policy

A student who withdraws from college is assessed a \$100 administrative fee. The comprehensive academic fee and room charge are refunded on a pro-rata basis through 60% of the semester, after which there is no refund of these charges. Board refunds are prorated weekly through the semester.

The data of withdrawal will be the date the student has filed the completed withdrawal form with the Office of Academic Advising.

Optional insurance is available through A.W.G. Dewar, Inc., which supplements the College's refund for a student who withdraws as a result of a serious illness or accident.

Required Withdrawal for Disciplinary Reasons

A student who is required to withdraw for disciplinary reasons will forfeit all fees (except board, if refund requirements are met) which he or she has paid.

Reduction of financial aid obligations and advances will receive priority in the payment of refunds. The unused reserve deposit balance will be refunded approximately six weeks after the student's graduation or withdrawal, provided that the student has no outstanding loans or debts to the institution.

College Store

The College store is operated on a cash, Master Card/Visa, or College charge basis. Students may charge books, supplies, and miscellaneous items. A student's balance must not exceed \$500. College charges must be paid within 20 days. Unpaid College store charges will be added to the student's account receivable and be subject to a 1% late payment charge.

Accident Insurance

Upon payment of the Comprehensive Academic Fee, each student receives coverage under an accident insurance policy. Information concerning the coverage provided by this insurance is made available at the time of registration or in advance if requested.

Personal Property Insurance

The College does not carry insurance on personal property of students and is not responsible for the loss or damage of such property. Students are encouraged to provide their own personal property insurance.

Student Financial Aid

Although charges made by colleges and universities have risen sharply in recent years, the fact remains that in most institutions the fees paid by a student or a student's parents cover only a portion of the total cost of a student's education. In private institutions the remainder comes from endowment income and gifts from sources such as alumni, businesses, foundations, and churches.

Gettysburg College recognizes the primary responsibility of the student and his or her parents to provide as much as possible toward the total cost of the student's college education. Since an education is an investment which should yield lifelong dividends, a student should be prepared to contribute to it from his or her own earnings, both before entering and while in college.

Gettysburg College has a program of financial aid for worthy and promising students who are unable to finance their education from personal and/or family resources. Access to such aid is considered a privilege, not a right. The qualifications for assistance, in addition to need, are academic ability, academic achievement, and promise of contribution as a student and citizen. The amount of aid in any particular case is based upon the financial need of the student.

The College participates in the College Scholarship Service (CSS) and requires all applicants to file the Financial Aid Form (FAF) and the Free Application for Federal Student Aid (FAFSA) to receive full consideration for financial aid. Each form should be sent to the appropriate, separate mailing address: the FAFSA is mailed to Federal Student Aid Programs, P.O. Box 7381, London, KY 40742 and the FAF is mailed to College Scholarship Service, P.O. Box 6930, Princeton, NJ 08541-6930.

The College also requires that *enrolled* students submit notarized copies of the parents' and student's most recent U.S. Individual Income Tax Returns (Form 1040) directly to the Office of Financial Aid to verify income data. Applicants for admission must submit tax forms when the \$200 admissions deposit is paid, or by May 1.

A prospective student seeking financial aid should mail the completed FAF and FAFSA as soon as possible after January 1 and before February 15. Both forms

should be completed in their entirety (including Gettysburg College in the colleges to receive results) and forwarded in the envelopes provided (addresses above). There is **no fee** for the Free Federal Application (which determines eligibility for Pell Grant and other federal programs of student financial assistance), but there is a processing fee for the FAF.

A student already enrolled who has previously had some form of aid should secure a renewal application from the Office of Financial Aid and should request his or her parents to help complete these forms. The renewal application packet should be completed with the FAFSA and FAF being forwarded by March 15 and the other forms being forwarded to the Office of Financial Aid by May 1.

The Gettysburg College federal code number for the FAFSA is 003268 and the FAF code number is 2275.

Financial aid is awarded in the form of grants, loans, and work-study or a combination of these. All financial aid awards are made for one year only. The director of financial aid will consider a request for renewal and will act on the basis of the applicant's record as a student and campus citizen as well as his or her continuing financial need.

Satisfactory Progress Guidelines for Renewal of Financial Aid

A student is expected to maintain an academic record that will enable him or her to complete the requirements for graduation in the normal eight semesters. Any student who falls below the 2.00 minimum accumulative average needed for graduation will be warned, placed on academic probation, placed on dismissal alert, or dismissed. Additionally, it is expected that each student will continue to make normal or satisfactory progress toward the completion of degree requirements. The student who falls below the following minimum standard is considered to not be making satisfactory progress and is normally advised or required to withdraw:

- for first-year students - 1.50 GPA and 6 courses completed
- for sophomores - 1.80 GPA and 15 courses completed
- for juniors - 1.90 GPA and 25 courses completed.

In addition to these minimum standards, a student on probation must show significant improvement during the following semester in order to remain at the College. Normally, a student may not remain at the College with three consecutive semester averages below 2.00.

The Academic Standing Committee interprets and applies these standards on a case-by-case basis at the

end of each semester. Following the decision of that committee, the Office of Financial Aid may be required to review the student's progress as it relates to the renewal of financial assistance for subsequent terms.

The recipients of Federal Stafford Loans and other programs of financial assistance through federally subsidized Title IV Programs are also subject to minimum progress standards. In addition, students who are recipients of grant funds from their home states are typically required to successfully complete a minimum of 24 credits per year to maintain continued eligibility for those grants. Conditions of those grants are included in the notice to the student.

Applications for financial aid, of those students who demonstrate financial need, are reviewed to determine eligibility for the following forms of assistance available from Gettysburg College.

Gettysburg College Grant: Awarded to students who, in addition to financial need, evidence good academic ability and academic achievement. These grants are renewable as long as the recipient continues to demonstrate need, and maintains a sound academic record. Normally, such grants are combined with loans and/or student employment in order to meet the student's financial need.

In cases of students who demonstrate exceptional talent, skills, and abilities, need may be satisfied entirely with grant funds.

Federal Supplemental Educational Opportunity Grant: A grant program funded by the Federal Government and administered by the College. The program is designed to assist students from low-income families.

Gettysburg College Loan: A loan program made available by Gettysburg College.

Federal Perkins Loan: A loan program funded by the Federal Government and administered by the College.

Federal Work-Study Program: Employment program funded by the Federal Government and the College.

Grants need not be repaid, but the College hopes that recipients will recognize that they have incurred an obligation and will therefore subsequently contribute as they can to help insure that the benefits which they enjoyed will be available to others.

Approximately forty-seven percent of Gettysburg College students receive financial assistance in some form from the College. About sixty percent of the

Gettysburg College student body receives aid from the College or other sources.

Rules governing all types of financial aid are stated in the Financial Aid Agreement that is enclosed with the Notification of Financial Aid.

Endowed Scholarships (Grants-in-aid)

Student Aid

All students who apply for financial assistance and are determined to have financial need will be considered for these scholarships (grants-in-aid). Recipients are selected by the College.

Though the College administers scholarships restricted to members of a particular sex, the discriminating effect of these awards has been eliminated in the overall administration of the financial aid program through use of other funds made available by the College.

George H. (1949) and Janet L. Allamong Scholarship Fund: The income from a fund established by George H. Allamong and Janet L. Allamong is awarded to one or more worthy and promising students.

Frederic S. Almy, Sr. Scholarship Fund: The income from a fund created by his son in memory of a man who did not have the opportunity to attend college; for a deserving and financially needy student.

Ruth C. Apple Scholarship Fund: The income from a fund established in honor of their mother by members of the Apple family of Sunbury, Pennsylvania, to be awarded to promising but needy students with a preference to those from Snyder, Union, or Northumberland Counties in Pennsylvania, especially those with skills and aspirations in the performing arts.

Richard A. Arms Scholarship Fund: The income from a fund contributed by the Class of 1924 in memory of the Chair of the Mathematics Department (1920-1963) is awarded to a worthy student.

Dr. Joseph B. Baker (1901) and Rena L. Baker Scholarship Fund: The income from a fund donated by the Woman's General League of Gettysburg College is given to a needy and deserving student in the music department.

William Balthaser (1925) Scholarship Fund: The income from a bequest by William Balthaser is awarded to needy and promising students.

Dr. Ray Alfred Barnard (1915) Scholarship Fund: The income from a fund provided by Dr. Barnard is given to a male student from the Central Pennsylvania Synod who is preparing for the Lutheran ministry.

The Rev. Sydney E. Bateman (1887) Scholarship Fund: The income from the fund is awarded to a needy ministerial student.

Admiral William W. Behrens, Jr. Scholarship Fund: The income from a fund established by the family of Admiral William W. Behrens (Hon'74) is awarded to one or more worthy and promising students entering the final year of undergraduate study and preparing for a career in public service.

Henry S. Belber, II Scholarship Fund: The income from the fund is awarded to a first-year student and may be continued up to four years; preference is given to individuals who engage in extracurricular activities.

Belt Hess-Quay Scholarship Fund: The income from a fund provided by Effie E. Hess Belt (1898) in commemoration of several relatives is awarded as follows: first preference is given to a member of Grace Lutheran Church, Westminster, Maryland; second preference to any other resident of Carroll County, Maryland who is pursuing theological studies at the College; and third preference is given to any deserving student.

Helen A. and James B. Bender Scholarship Fund: The income from the fund is granted on the basis of need and ability, preference being given to residents of Adams County, Pennsylvania majoring in economics and/or management.

Jesse E. Benner (1907) and Minerva B. Benner Scholarship Fund: The income from a bequest is used to aid worthy students, preferably preministerial students.

Burton F. Blough Scholarship Fund: The income from a fund contributed by a former trustee is used to aid needy and deserving students.

Jean Aument Bonebrake Presidential Scholarship Fund: A fund established by Roy Bonebrake (1928) in memory of his wife, the income of which shall be awarded to promising and worthy students in need of scholarship aid, with preference given to students who possess exceptional academic abilities and outstanding promise.

Harry F. Borleis (1925) Scholarship Fund: The income from a bequest is used to assist needy and deserving students.

Charles E. Bowman (1925) Scholarship Trust Fund: The income from a bequest to be used to assist needy and deserving students.

Elsie Paul Boyle (1912) Scholarship Fund: The income from a gift by Elsie Paul Boyle is awarded to a needy and worthy student, preference given to a Lutheran from Weatherly, located in Carbon County, Pennsylvania.

Henry T. Bream (1924) Scholarship Fund: The income from a fund contributed by alumni and friends of the College in honor of Henry T. Bream, Professor of Health and Physical Education, 1926-1969, is awarded to a needy and deserving male scholar-athlete.

Lavern H. Brenneman (1936) Scholarship Fund: The income from a fund provided by Lavern H. Brenneman (1936), former Chairman of the Board of Trustees of the College, and his wife, Miriam, in honor of their son, James (1960); daughter-in-law, Mary Jane (1960); granddaughter, Kathleen (1984); and grandson, Stephen (1987) is to be awarded annually to needy and deserving students.

Randall Sammis Brush (1973) Memorial Scholarship: The income from a fund contributed by family and friends in memory of Randall Sammis Brush is awarded to a needy and deserving student particularly proficient in the study of history.

Edward B. Buller (1923) Scholarship Fund: The income from a fund contributed by the Lutheran Church of the Good Shepherd, Pearl River, New York, and friends in honor of the Rev. Edward B. Buller is awarded to a deserving student, preference being given to a student from Good Shepherd congregation.

Cambridge Rubber Foundation Scholarship Fund: The income from the fund given by the Foundation is awarded to a qualified male student. First preference is given to an employee or relative of an employee of Cambridge Rubber. Second preference is given to a resident of Adams County, Pennsylvania, or Carroll County, Maryland.

Dr. Anthony G. Ciavarelli (1913) Scholarship Foundation: The income from a fund established by Dr. Anthony G. Ciavarelli is awarded annually to a student (or students) who demonstrates superior character, industry, serious academic purpose, and financial need. Preference is to be given to a student preparing for the medical profession. If there are no students who demonstrate financial need (who are preparing for the medical profession), then the income may be used to aid other students who demonstrate financial need. If there are no students who demonstrate financial need, then the College may use the income for any purpose it determines.

Class of 1903, George S. Rentz Memorial Fund: The income from the fund is used in support of the College scholarship program.

Class of 1913 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1915 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1916 Scholarship Fund: The income from the fund is awarded to a needy and deserving sophomore.

Class of 1917 Schmucker-Breidenbaugh Memorial Scholarship Fund: The income from the fund is awarded to a needy and deserving student or students.

Class of 1918 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1920 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1921 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1927 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1933 Scholarship Fund: The income from a fund established by members of the Class of 1933 is awarded to needy and promising students. Preference is given to students who, beyond academic and personal qualifications, are descendants of members of the Class of 1933.

Class of 1936 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1937 Scholarship Fund: The income from the fund is awarded to worthy and promising students who are determined to be in need of scholarship funds. Preference will be given to students who intend to enter a field of service focused on developing greater understanding between our nation and other parts of the world and majoring in political science, economics, or history.

Class of 1938 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1939 Scholarship Fund: The fund was established in honor of past President Dr. Henry W. A. Hanson and former Dean Dr. Wilbur E. Tilberg. The income is awarded to needy and deserving students.

Class of 1943 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

The Ernst M. and Agnes H. Cronlund Memorial Scholarship Fund: The fund was established in memory of Ernst Magnus and Agnes Hoffsten Cronlund by their children Ernest and Shirley, Eleanor, Martin (1929) and Rebecca, Raymond (1933) and Lillian. The income is awarded to needy and promising students.

Anita Conner Derry and Thomas James Faulkener Memorial Scholarship Fund: The income from a fund contributed by Ellis Derry (1939) and Peggy Derry is awarded to one or more worthy and promising students who are determined to be in need of scholarship funds. First preference is given to the family or descendants of Anita Conner Derry or Thomas James Faulkener and then to students majoring in mathematics, computer science, or physical sciences.

W. K. Diehl (1886) Scholarship Fund: The income from a fund created by Norman E. Diehl in memory of his father, W. K. Diehl, D.D., is used to provide scholarships to needy and deserving students.

Clayt (1948) and Adele Dovey Scholarship Fund: The income from a fund contributed by Mr. and Mrs. Clayton C. Dovey, Jr. is awarded to one or more worthy and promising students with preference being given to a needy and deserving scholar-athlete pursuing a major field of study in biology or economics.

Chris Ebert (1965) Memorial Fund: The fund was established in memory of Chris Ebert by his father and mother. The income is awarded annually to a needy student. First preference is given to a student who is pursuing a career in teaching or majoring in mathematics, and/or participating in intercollegiate wrestling; second preference is given to a student who is studying for the ministry.

The Charles L. "Dutch" Eby (1933) Scholarship Fund: The income from a fund established by the family and friends of Charles L. Eby is awarded to needy students. Preference is given to students who, beyond academic and personal qualifications, are residents of south central Pennsylvania and have demonstrated leadership ability through active participation and excellent performance in extracurricular activities.

Ehrhart Family Scholarship: The income from a fund established by Kenneth W. Ehrhart (1946) in memory of his father, Rev. Kenneth Ehrhart (1925) and in honor of those members of the Ehrhart family who attended Gettysburg College, Rev. Carl Ehrhart (1947), Rev. Richard Ehrhart (1946), Sidney Ehrhart (1950) and David Ehrhart (1962) is awarded to one or more worthy and promising students.

Jacob C. Eisenhart and Rosa Bott Eisenhart Scholarship Fund: The income from a fund established by the J. C. Eisenhart Wall Paper Company is awarded to a deserving Lutheran preministerial student.

The Dwight D. Eisenhower Scholarship: Established by the Eisenhower Society in honor of the thirty-fourth

President of the United States, a former resident of the community of Gettysburg and a friend and trustee of the College. The Society is dedicated to the preservation of the qualities and ideals of Dwight D. Eisenhower and the contributions which he made to world peace. The income from the fund is awarded to needy students who exemplify superior qualities of honesty, integrity, and leadership. Additional monies have been contributed to the fund through the R. M. Hoffman Memorial Scholarship Fund.

Dwight D. Eisenhower/Conrad N. Hilton Scholarship: The income from funds received from the Conrad N. Hilton Foundation are used to support the tuition cost for a semester of study abroad for one student per year. The scholarship will be competitively awarded to a student who shows through career aspirations and corresponding curriculum choices, an appreciation of the role that travel, global trade, and cross-cultural exchange can play in fostering international understanding.

Eisenhower Leadership Scholarships: The income from the fund is awarded to class valedictorians and salutatorians, presidents of the student council and other leaders.

Clarence A. Eyler (1880) and Myrtle B. Eyler Scholarship Fund: The income from a bequest is awarded to a worthy Lutheran preministerial student.

Annie C. Felty Scholarship Fund: The income from the fund is given to a needy and deserving student.

Alan S. Fischer (1929) Scholarship: The income from a fund established by Marian Fischer Hammer (1930) and Robert H. Fischer (1939) in honor of their brother is awarded to one or more worthy and promising students, preference to be given to mathematics or computer science majors.

H. Keith Fischer Scholarship: The income from the fund is awarded to one or more worthy and promising students, preference is given to pre-medical students or to social or natural sciences or mathematics majors.

H. Keith and Dorothy S. Fischer Scholarship Fund: The income from the fund is awarded to a first year student and may be continued up to four years. Preference will be given to pre-medical students or students majoring in natural science.

Wilbur H. Fleck (1902) Memorial Scholarship Fund: The income from a bequest is awarded to a graduate cum laude of the Protestant faith of the Wyoming Seminary.

Fourjay Foundation Scholarship Fund: The income from the fund is awarded to declared management majors

or to students who express a high degree of interest in management or related fields and demonstrate academic excellence, leadership and need.

Donald D. Freedman, M.D. (1944) and Richard S. Freedman, D.V.M. (1973) Scholarship Fund: The income from the fund is awarded to a junior or senior, with preference given to students who are pursuing the study of medicine, dentistry, or veterinary medicine and participating in varsity athletics.

David Garbacz (1964) Scholarship Fund: The income from a fund established by Gerald G. Garbacz and his family is awarded to students who, beyond academic and personal qualifications, pursue a major in economics.

Dr. Daniel F. Garland (1888) Scholarship Fund: The income from the fund is awarded to a deserving ministerial student.

Richard W. Gaver (1966) Memorial Scholarship Fund: The income from a fund contributed by Dr. and Mrs. Leo J. Gaver in memory of their son is awarded to a worthy student, preference being given to a premedical student.

Gettysburg College Alumni Association Scholarship Fund: Formerly the Gettysburg College Alumni Loan Program of 1933, the Gettysburg College Alumni Association Scholarship Fund was established in 1984. The income from the fund is to be awarded annually. Preference shall be given to sons or daughters of alumni in accordance with criteria established by Gettysburg College.

Lorna Gibb Scholarship Fund: The income from a fund established by the Gibb Foundation in memory of the Foundation's founder is awarded to needy students who have demonstrated good academic ability as well as the willingness to contribute to the Gettysburg College campus community in other ways.

The Millard E. Gladfelter (1925) Scholarships: The income from a fund established by Millard E. Gladfelter is awarded to first-year students and may be continued up to four years, preference is given to students from York County, Pennsylvania.

Charles E. and Mary W. Glassick Scholarship Fund: The income from a fund established by the Board of Trustees in honor of President and Mrs. Glassick is awarded to one or more worthy and promising students.

Dr. and Mrs. James E. Glenn Scholarship Fund: The income from a fund contributed by J. Donald Glenn (1923) in memory of his parents is awarded to a worthy student preparing for the Christian ministry or the medical profession.

Gordon-Davis Linen Supply Company Scholarship Fund: The income from a fund contributed by the Company is awarded to a deserving student.

Grand Army of the Republic Living Memorial Scholarship Fund: The income from a fund donated by the Daughters of Union Veterans is awarded to a needy and deserving student, preferably the descendant of a Union veteran.

The Dr. H. Leonard Green Scholarship Fund: The income from this fund, established by the family and friends of Dr. H. Leonard Green, is awarded to worthy and promising students in need of scholarship funds, with preference given to students majoring in religion or philosophy.

Ida E. Grover Scholarship Fund: The income from a bequest is awarded to a needy and deserving student.

The Merle B. and Mary M. Hafer Scholarship Fund: The income from a bequest from the estate of Mary M. Hafer is awarded to a deserving student, preferably one preparing for the Christian ministry.

John Alfred Hamme (1918) Scholarship Fund: The income from a fund given by Mr. Hamme is awarded to a deserving student.

Marie H. Harshman Scholarship Fund: The income from a bequest made by Marie H. Harshman is awarded to a Lutheran student preparing for the ministry. Preference is given to a student who intends to enroll at the Gettysburg Lutheran Seminary.

Henry M. Hartman, Jr. (1938) and Audrey Harrison Hartman (1940) Scholarship: The income from a fund established by Henry M. Hartman, Jr. as a memorial in honor of Audrey Harrison Hartman is awarded to a student majoring in chemistry or biochemistry.

Hartranft-Dean Scholarship: The income from a fund established by Mary Alice Hartranft-Dean is awarded to one or more worthy and promising students.

The Robert W. Hemperly (1947) Memorial Fund: The fund was established in memory of Dr. Hemperly by Mr. and Mrs. G. M. Easley. The income is awarded annually to one or more needy students of high academic ability and outstanding personal qualifications, preference being given to a student preparing for a career in medicine or dentistry.

Harvey A. Hesser (1923) and Dorothy M. Hesser Scholarship: The income from a bequest is awarded to a needy and worthy student.

The Rev. Clinton F. Hildebrand, Jr. (1920) and Mrs. Clinton F. Hildebrand, Jr. Scholarship Fund: The income from a fund is used to aid worthy preministerial students.

Edgar L. Hildebrand (1928) Scholarship Fund: The income from a fund established by Louis O. Hildebrand as a memorial to his son Edgar L. Hildebrand is awarded each year to worthy students of the College.

The Pearl Hodgson Scholarship Fund: The income from a bequest from Pearl Hodgson to the York and York County Sub League of the Woman's League of Gettysburg College and established by the Woman's League of Gettysburg College in honor of Pearl Hodgson is awarded annually to needy and deserving students.

The Arthur D. Hunger, Sr., M.D. (1910) Scholarship: A fund established by Arthur D. Hunger, Jr. (1939) and Josephine T. Hunger (1940) in honor of Arthur D. Hunger, Sr. The income from the fund is awarded to a junior or senior who demonstrates academic excellence and leadership and who is studying for a medical, dental, veterinary or biological research profession.

Dr. and Mrs. Leslie M. Kauffman Scholarship Fund: The income from a fund donated by Dr. Leslie M. (1890) and Nellie G. Kauffman is awarded to a deserving student, preference being given to students from Franklin County, Pennsylvania, or preministerial or premedical students.

Spurgeon M. Keeny and Norman S. Wolf Scholarship Fund: The income from a fund contributed by Dr. Spurgeon M. Keeney (1914) and his son, Spurgeon M. Keeney, Jr., in honor of the Reverend Norman S. Wolf is awarded to one or more worthy students.

Hon. Hiram H. Keller (1901) Scholarship Fund: The income from a bequest by Mr. Keller, a former trustee, is granted on the basis of need and ability, preferably to applicants from Bucks County, Pennsylvania.

Ivan Ray Kirschner Scholarship Fund: The fund was established by Mr. and Mrs. C. J. Kirschner in memory of their son who lost his life in World War I. The income from the fund is awarded to two students, preference being given to applicants from Hazleton and vicinity.

Klette Scholarship Fund: The income from a fund established by Dr. Immanuel Klette (1939) and friends in honor of Mrs. Margaret Klette is awarded to a student (or students) whose activities evidence an innovative accomplishment and potential in the promotion of human betterment.

Kathleen M. and Samuel W. Knisely (1947) Scholarship Fund: The income from a fund established by Dr. and Mrs. Samuel W. Knisely is awarded to students majoring in, or intending to major in, biology or chemistry who show promise for contributions to their chosen field of study.

The Rev. Frederick R. Knubel (1918) Memorial Scholarship Fund: The income from a fund given by John McCullough (1918) in memory of his classmate, is awarded to an outstanding senior ministerial student who has financial need.

Charles L. Kopp (1909) Scholarship Fund: The income from a bequest of the estate of Grace Shatzer Kopp is awarded to one or more worthy and promising students majoring in the humanities.

Bernard S. Lawyer (1912) Scholarship Fund: The income from a bequest shall be awarded to needy and deserving students, preference to be given first to members or former members of St. Mary's Evangelical Lutheran Church, Silver Run, Maryland, and second to members or former members of Evangelical Lutheran Churches in Maryland and Pennsylvania.

Clarence Gordon and Elfie Leatherman Scholarship Fund: The income from a fund given by the Leathermans is awarded to a deserving preministerial student.

The Rev. H. J. H. Lemcke (1860) Memorial Scholarship Fund: The income from a fund given by Ruth Evangeline Lemcke in memory of her father is awarded to worthy male students who are graduates of Pennsylvania secondary schools.

Frank M. Long (1936) Memorial Scholarship Fund: The income from a fund is given in memory of Frank M. Long to worthy students.

Kenneth C. Lundeen (1966) Scholarship Fund: The income from a fund established by James and Diana Topper in honor of Kenneth Lundeen is awarded to one or more deserving and promising students who may be in a pre-law curriculum.

The Lutheran Brotherhood Fund for Lutheran Students: The income from a fund established by The Lutheran Brotherhood to be awarded to one or more worthy and promising Lutheran students who demonstrate financial need.

Charles B. McCollough, Jr. Memorial Scholarship Fund: The income from a fund provided by Charles B. McCollough (1916) and Florence McCollough in memory of their son, and by H. R. Earhart in memory of his grandnephew, is awarded to one or more worthy male students.

The Robert McCoy Scholarship Fund: The income from a fund established by the family and friends of Robert McCoy is awarded to one or more worthy and promising students.

William R. McElhiney (1936) Scholarship Fund: The income from a fund provided by William R. and Pauline McElhiney to be awarded annually and to be divided equally among needy and deserving students who demonstrate an interest in the College band and the College choir.

Mahaffie Scholarship Fund: A fund initiated by Ralph Mahaffie (1922) in honor of his brother James Eugene Mahaffie (1916), the income of which will be awarded to worthy and promising students in need of scholarship funds.

Charles H. May (1904) Scholarship Fund: The income from a bequest by Mr. May is awarded to deserving male students from York County, Pennsylvania.

Dr. John E. Meisenholder (1897) Scholarship Fund: The income from a bequest by Dr. Meisenholder is awarded to a deserving student.

Jane S. Melber (1983) Memorial Scholarship Fund: The income from a fund established by Theodore W. and Lucile M. Melber in memory of their daughter is awarded to worthy and promising students for the study of music in Great Britain. If such students cannot be identified, junior or senior music students may receive the award.

Forrest L. Mercer (1908) Scholarship Fund: The income from a bequest by Forrest L. Mercer is awarded to a deserving and needy student.

J. Elsie Miller (1905) Scholarship Fund: The income from a bequest by Mr. Miller is awarded to a preministerial student.

Robert H. Miller (1938) and Paul D. Miller (1940) Brazilian Scholarship Fund: The income from the fund will be awarded to one or more worthy and promising students who are in need of scholarship funds. Recipients will be selected by the College, and preference will be given to (1) a Gettysburg College student who wishes to go to Brazil for a semester or year of study at an accredited Brazilian federal, state or private university, or (2) a Brazilian student entering as a first-year student, who graduated from either the Escola Americana, Rio de Janeiro, the Escola Graduada de Sao Paulo, or Pan American Christian Academy.

Miller-Dewey Scholarship Fund: The income from a bequest by the Rev. Adam B. Miller (1873) is awarded to a deserving student.

Rev. William J. Miller (1903) Scholarship Fund: The income from a bequest by Mary Willing Miller is awarded to worthy young persons. Preference is given to students preparing for the Lutheran ministry and especially to those from Tabernacle Evangelical Lutheran Church, Philadelphia, Pennsylvania.

M. Scott and Margaret A. Moorhead Scholarship: The income from the fund is awarded to a student with a strong interest in music, preference is given to a student with interest to continue piano or organ instruction.

Charles D. Moyer (1957) Scholarship Fund: The income from a fund contributed by Charles D. Moyer, his family, and friends is awarded to worthy and promising students in need of scholarship aid. Preference is given to students who can contribute to the ethnic and intercultural environment of the College.

Musselman Scholarship Fund: The income from a fund established by the Musselman Foundation, to be awarded to a deserving student, with preference given to sons or daughters of employees of the Musselman Fruit Product Division, Pet Incorporated.

Albert C. and Linda Neumann Endowment Fund: The income from a fund established by Albert C. Neumann (1964) is awarded to one or more worthy and promising students, with preference given to students with an interest in pursuing a career in the health sciences.

John Spangler Nicholas (1916) Scholarship Fund: The income from a bequest by John Spangler Nicholas is awarded to a member of the junior or senior class of sterling character and high intellectual ability in the field of biology, preferably zoology.

Henry B. Nightingale (1917) Scholarship Fund: The income from the fund is awarded to worthy students who have successfully completed their first two years at the College.

Patrick F. Noonan (1965) Scholarship Fund: The income from the fund established by Patrick and Nancy Noonan will be awarded to one or more worthy and promising students who are in need of scholarship aid. Preference will be given to the student or students who, beyond academic and personal qualifications, are majoring in management and have demonstrated leadership ability through active participation and excellent performance in extracurricular activities.

Edward J. Nowicki, Jr. (1935) and Christine M. Nowicki Scholarship: The income from the fund is awarded to one or more worthy and promising students.

Nellie Oller and Bernard Oller Memorial Scholarship Fund: The income from a bequest by Ida R. Gray in memory of her daughter and son-in-law is awarded to a deserving student, preference being given to a Lutheran applicant from Waynesboro, Pennsylvania.

One in Mission Scholarship Fund: The income from a fund established by the One in Mission Campaign of the Evangelical Lutheran Church in America is awarded to worthy and deserving students, with preference for students who are Lutheran.

Lovina Openlander Scholarship Fund: The income from the fund is awarded to needy and deserving students.

Thomas O. Oyler Scholarship Fund: The income from a fund provided by Thomas O. Oyler, Sr., and his wife, Janet B. Oyler, in honor of their children, Thomas O. Oyler, Jr., Jane A. Oyler, Jerome P. Oyler, William J. Oyler (1977), and Susan T. Oyler (1985), to be awarded annually to a deserving Pennsylvania student whose major is management or German, with elective courses in the other field of study.

C. Eugene Painter Scholarship Fund: The income from a fund established by C. Eugene Painter (1933) is awarded to one or more worthy and promising students, with preference given to students majoring in chemistry.

The Lillian M. and William H. Patrick, Jr. (1916) Scholarship Award: The income from a bequest by William H. Patrick, Jr. is awarded on a competitive basis to students with musical ability, who demonstrate financial need.

Hugo Paul Family Scholarship Fund: The income from a bequest from C. Gloria Paul is awarded to a capable, needy, and deserving student, to complete his or her college education.

Willard S. Paul Scholarship Fund: The income from a fund contributed in his honor by friends of the College on the occasion of President Paul's retirement and thereafter awarded to a deserving student.

Earl G. Ports (1923) Scholarship Fund: The income from a fund provided by Horace G. Ports (1925) in memory of his brother is awarded to a worthy student, preferably in the field of physics.

Dr. and Mrs. Carl C. Rasmussen Scholarship Fund: The income from a fund donated by the Reverend Carl C. (1912) and Alma I. Rasmussen is awarded to a deserving student. Preference is given to a student preparing for the ministry in the Lutheran Church.

Rev. Clay E. Rice (1911) Scholarship Fund: The income from a fund established by Minnie Catherine Rice in

honor of her husband, Rev. Clay E. Rice, is awarded to a student preparing for the ministry.

John S. and Luéne Rice Scholarship Fund: The income from a fund provided by Ellen F. and Luéne Rice, which is to be awarded to students of exceptional academic ability and outstanding promise of contributions to the College.

James A. Rider (1942) Scholarship Fund: The income from a fund established by James A. Rider is awarded to worthy and deserving students in financial need. Preference is to be given first to dependents of active employees of Thermos Industries, Inc., of Raleigh, North Carolina; second, to students who compete in intercollegiate athletics; and third, to students who may be orphans.

Lawrence E. Rost (1917) Fund: The income from a fund established by Jeanne Preus Rost in memory of her husband, Lawrence E. Rost, is awarded to deserving students, descendants of Charles A. Rost, Red Lion, York County, Pennsylvania, being given first consideration.

Philip P. Rudhart Scholarship Fund: The income from a bequest by Emma Bennix in memory of her brother is awarded to deserving male students.

Mary Sachs Scholarship Fund: The income from a fund established as a memorial to Mary Sachs is awarded to a needy and deserving student, preference given to a student in management whose interests are in retailing.

Charles Samph, Jr. Scholarship Fund: The income from a fund established by the friends and family of Charles Samph, Jr. is awarded to one or more worthy and promising students, with preference given to students who are involved in the campus Greek system, in the Reserve Officers Training Corps, and who major in mathematics.

Andrew C. Schaedler Foundation Scholarship: The income from a fund established as a memorial to Andrew C. Schaedler is awarded to worthy and needy students from Central Pennsylvania who graduated from a high school located in Dauphin, Lebanon, Cumberland, York, Franklin, Lancaster, Perry, Mifflin, Adams, Northumberland, or Huntingdon Counties.

Calvin L. Schlueter Scholarship Fund: The income from a bequest by Calvin F. Schlueter is awarded to needy and promising students.

Scholarship for Community Service Leadership: The income from a fund established by Kenneth C. Lundeen is awarded to a first-year student and may be continued

up to four years, preference is given to students who demonstrate an active interest in voluntary community service.

Brent Scowcroft Scholarship: The income from the fund is awarded to a needy and deserving student.

Gregory Seckler (1965) Memorial Scholarship Fund: The income from a fund given by Mr. and Mrs. J. M. Arnold, Sr. in memory of Gregory Seckler is awarded to a deserving student, preference being given to an English major.

Ralph E. Sentz (1949) Scholarship Fund: The income from a fund provided by Ralph E. Sentz, loyal alumnus and member of the Board of Fellows of Gettysburg College, and his wife, Veronica, to be awarded annually to needy and deserving students, preference being given to those with disabilities.

Samuel Shaulis (1954) Memorial Scholarship: The income from a fund established by Barry B. Wright (1955) and the other friends and family of Samuel Shaulis is awarded to one or more worthy and promising students, with preference given to students who, beyond other academic and personal qualifications, have a special interest in extracurricular activities.

Joseph T. Simpson/Dwight D. Eisenhower Scholarship Fund: A fund established by the friends and colleagues of Joseph Simpson, the income of which shall be available to worthy and promising students in need of financial aid, with preference given to those students with exceptional leadership ability.

Edgar Fahs Smith (1874) Scholarship: The income from a fund provided by Margie A. Smith in honor of her father, Edgar Fahs Smith, is given to a student recommended by the Chemistry Department.

Albert E. Speck (1927) Scholarship: The income from the fund is awarded to a first-year student and may be continued up to four years.

Mary Ann Ocker Spital Scholarship Fund: The income from a bequest is awarded to a qualified male student.

Edward J. Stackpole Scholarship Fund: The income from a fund contributed by the friends of General Stackpole is awarded to a deserving student, preference being given to a student in American history interested in the Civil War.

The Rev. Milton H. Stine (1877) and Mary J. Stine Memorial Scholarship Fund: The income from a fund provided by Dr. Charles M. A. Stine (1901) in memory of his parents is awarded to a preministerial student.

Earl K. Stock Scholarship Fund: The income from a bequest from Earl K. Stock (1919) is awarded to one or more needy and deserving students.

Bob (1933) and Betty Stockberger Scholarship Fund: The income from the fund is awarded to needy and promising students.

F. Stroehmann Scholarship Fund: The income from a fund established by the family of F. Stroehmann is awarded to one or more needy and deserving students.

Dr. J.H.W. Stuckenberg Scholarship Fund: The income from a bequest by Dr. Stuckenberg is awarded to a qualified student.

Surdna Foundation Scholarship Fund: The income from a gift of the Surdna Foundation is awarded to students of exceptional academic ability and outstanding promise of contributions to the College.

Rev. Viggo Swensen (1931) and Martha Swensen Scholarship: The income from the fund is awarded to a first-year student and may be continued up to four years.

Warren L. Swope (1943) Scholarship Fund: The income from a fund contributed by Warren L. Swope, a career diplomat, is awarded to a qualified student, preference being shown to students of American parentage who have spent a significant portion of their pre-college years abroad.

Raymond A. Taylor (1937) Scholarship Fund: The income from a fund established by Dr. and Mrs. Raymond A. Taylor is awarded to one or more worthy and promising students.

William J. (1929) and Ruth Krug Thomas (1928) Scholarship Fund: The income from a fund given by the Thomases in gratitude for the contribution the College has made toward the enrichment of their lives, to be given to worthy students, preferably English majors.

Colonel Walter K. Thrush Fund: The income from a fund provided by the estate of Edna L. Thrush in memory of her husband, Walter K. Thrush (1919), to assist a student who is a member of ATO Fraternity endeavoring in the field of engineering, the recipient to be chosen by the Trustees of the College.

Robert and Donna Tillitt Scholarship Fund: The income from a fund established by Mr. and Mrs. Robert Tillitt is awarded to one or more needy and deserving students who have an interest in music.

Martin L. Valentine (1912) Scholarship Fund: The income from a bequest by Martin L. Valentine is awarded to a needy and deserving student majoring in chemistry.

Lloyd Van Doren Scholarship Fund: The income from a fund established by Tempie Van Doren is awarded to one or more needy and deserving students.

Parker B. Wagnild Scholarship Fund: The income from a fund contributed by alumni and friends of the Gettysburg College Choir is given to needy and deserving music students.

Parker B. and Helen D. Wagnild Music Scholarship: The income from the fund is awarded to worthy and promising music students.

The John G. Walborn (1937) Scholarship Fund: The income from a fund provided by John G. Walborn is given to needy and deserving students, preferably those majoring in economics or management.

The Stuart Warrenfeltz Memorial Fund: The income from a bequest by Ethel Warrenfeltz McHenry in memory of her son Stuart Warrenfeltz is awarded to a worthy young man, preference being given to students from Funkstown, Washington County, Maryland.

Dr. Rufus B. Weaver (1862) Scholarship Fund: The income from a bequest by Dr. Weaver is awarded to deserving students.

The Rev. David Sparks Weimer and Joseph Michael Weimer/Dwight D. Eisenhower Scholarship Fund: A fund initiated by Mrs. Ralph Michener, daughter and sister of David and Joseph Weimer, the income of which will be awarded to worthy and promising students in need of scholarship aid.

Senator George L. Wellington Scholarship Fund: The income from a bequest by Mr. Wellington is awarded to a deserving Lutheran preministerial student.

Mary E. Werner Scholarship Fund: The income from a bequest to Gettysburg College from the estate of Mary E. Werner is awarded to a preministerial student, with preference given to students from Glen Rock, Pennsylvania, or York County, Pennsylvania.

Richard C. Wetzel Scholarship: The income from a fund contributed by Richard C. Wetzel is awarded to a deserving and needy student.

Stella Moyer Wible (1927) Scholarship Fund: The income from a fund established by Helen A. Moyer is awarded to worthy and promising students with an outstanding record of academic achievement.

Bertram M. Wilde Scholarship Fund: The income from a fund established by members of the family of Bertram M. Wilde is awarded to worthy and promising students, with preference given to students who have

demonstrated superior character and industry as well as diverse interests and active participation in extracurricular as well as academic affairs.

Jeremiah A. Winter and Annie C. Winter Memorial Scholarship Fund: The income from a fund contributed by Amelia C. Winter in memory of her parents is granted to a needy and deserving student.

Woman's League Scholarship Fund: The income from a fund established by the Woman's General League of Gettysburg College to be awarded to needy and promising students.

Peter W. Wright Scholarship Fund: The income from a fund established by LT COL Peter W. Wright, USAF (RET) is awarded to one or more worthy students, with preference being given to students who have an interest and involvement in extracurricular activities and are members of Alpha Tau Omega Fraternity.

John T. Ziegler (1952) D.D.S. Scholarship Fund: The income from the fund is awarded to worthy and promising students, with priority given to those who have achieved the highest academic record, and preference given to students who have completed at least two years of course work and plan to enter the dental profession.

Dr. John B. Zinn Scholarship: The income from a fund established by the Class of 1941 is awarded to talented students pursuing a science education.

John B. Zinn Scholarship Fund: A fund established by friends and former students of Professor John B. Zinn, former Chairman of the Chemistry Department, to provide support for promising students who demonstrate need, with preference given to students preparing for fields associated with the healing arts.

Loan Funds for Students

Edward Anderson (1955) and Patricia Anderson Loan Fund: A fund established by Edward and Patricia Anderson to provide loans to Lutheran students who have exhibited creative and entrepreneurial tendencies as determined by reference to their extracurricular and employment activities while in high school and through their activities at Gettysburg College.

Milton T. Nafey and Mary M. Nafey Student Fund: A bequest from the estate of Mary M. Nafey provides a fund for student loans.

Eva R. Pape Student Loan Fund: A loan program made available by a bequest from the estate of Eva R. Pape of Gettysburg, Pennsylvania, to be assigned to students of high promise and financial need.

David Forry Powers Loan Fund: A fund established by Catherine N. Maurer in memory of her nephew, David Forry Powers (1962) to provide loans to worthy and promising students who demonstrate financial need.

Other Aid for Student Scholarships

AAL Lutheran Campus Scholarship: Aid Association for Lutherans makes available scholarship funds each year to assist needy students who hold membership with the Association. Selection of recipients is made by the College.

Frank D. Baker Scholarship Fund: An award available to aid worthy students in immediate need. Selection of recipients is made by the College.

Frank L. Daugherty (1922) Scholarship Fund: The income from a trust established by Frank L. Daugherty is awarded to a deserving York County resident who would not otherwise be able to attend Gettysburg College for a lack of finances. The recipient is selected by the College.

W. Emerson Gentzler (1925) Scholarship Fund: The income from a trust established by W. Emerson Gentzler is awarded to deserving students, with preference given to members in good standing of one of the 4-H Clubs of York County, Pennsylvania.

William L. and Philip H. Glatfelter Memorial Scholarship Fund: The income from a fund established by Elizabeth G. Rosenmiller is awarded to a first-year student and may be continued up to four years.

R. M. Hoffman Memorial Scholarship Fund: The income from a trust established by Margaret L. Hoffman in memory of her father is awarded annually as part of the Dwight D. Eisenhower Scholarship Program.

Lutheran Brotherhood Lutheran Senior College Scholarship: The scholarships are awarded to Lutheran students who will begin their first year of post-secondary study at Gettysburg College. Recipients are selected by Gettysburg College on the basis of scholastic achievement, religious leadership, and financial need.

Lutheran Brotherhood Members' Scholarship Program: Established to assist Lutheran Brotherhood members attending accredited post-secondary institutions. Information is available from Lutheran Brotherhood, 625 Fourth Avenue South, Minneapolis, Minnesota 55415.

Guy L. Moser Fund: Mr. Guy L. Moser established a trust fund to support grants to students from Berks County, Pennsylvania who are majoring in history or

political science and who rank in the upper third of their class. Applications for these grants should be made directly to Mr. Richard V. Grimes, Hamilton Bank, 515 Penn Street, Reading, Pennsylvania 19603.

Charlotte L. Noss Scholarship Fund: The income from a trust established by Charlotte Noss is awarded to a deserving female student from York County, Pennsylvania who will not otherwise be able to attend Gettysburg College for a lack of finances. The recipient is selected by the College.

The Ernest D. Schwartz (1916) Scholarship Fund: The income from a fund established in memory of Ernest D. Schwartz is awarded to a needy and worthy student. The recipient is selected by the College.

Weaver-Bittinger Classical Scholarship: The income from a trust created by Rufus M. Weaver (1907) is awarded to a needy and deserving student(s) who has demonstrated outstanding academic achievement. Recipients are selected by Gettysburg College.

Weaver Classical-Natural Science-Religion Scholarship: The income from a trust created by Rufus M. Weaver (1907) is awarded to a deserving student pursuing a classical, natural science, or religion course of instruction. Recipients are selected by Gettysburg College.

Rufus M. Weaver Mathematical Scholarship: The income from a trust created by Rufus M. Weaver (1907) is awarded to deserving students pursuing a mathematical course of instruction. Recipients are selected by Gettysburg College.

State and Federal Grant Programs

Federal Pell Grant: A federal grant program to enable students to attend colleges and universities; and is available to students with the highest levels of need. Application for this grant is through the Free Application for Federal Student Aid.

Pennsylvania Higher Education Grant: An award given to students who are residents of Pennsylvania, selected on the basis of financial need. Information on these grants should be acquired from the secondary school guidance office.

There are other states with scholarships and/or grant programs. The states which have most recently made grant awards to students attending Gettysburg College are Connecticut, Delaware, Maryland, Ohio, Rhode Island, Vermont, West Virginia, and the District of Columbia. Further information may be available at secondary school guidance offices.

State and Federal Loan Programs

Federal Stafford Loan: These programs allow the student to borrow directly from a bank, savings and loan association or other participating lender. First-year students may borrow \$2,625; that increases to \$3,500 during the second year, and third and fourth-year students are eligible to borrow up to \$5,500; maximum total borrowing for all undergraduate study is \$23,000. The rate of interest for these loans is set at the bank equivalent rate for 91-day Treasury bills plus 3.10%. New rates will be announced each July 1 for the entire year, and rates of interest cannot exceed 8.25%. The rate of interest until July 1994 is 6.22%.

Federal Parent Loan for Undergraduate Study: Parents of dependent undergraduate students may borrow through the PLUS Loan Program to help finance educational costs. The maximum loan per year is limited to the cost of education minus other aid that the student has received. Repayment begins within 60 days of loan funds being advanced and the maximum repayment period is 10 years. Interest rates will be set on July 1 on the basis of Treasury bills plus 3.10%, but not to exceed 9%. Applications for the PLUS Loan are made through any participating bank or other lending agency. The interest rate until July of 1994 is 6.64%. PLUS Loans are disbursed on a co-payable basis to the borrower and the College. Each loan disbursement is subject to a 3% origination fee.

PLATO Loan Program

The College has affiliated with PLATO through University Support Services of Herndon, Virginia. Loans of \$1,500 to \$25,000 per year are offered to students and/or parents. Repayment of principal and interest normally begins within thirty days of borrowing, but student loans can be deferred (repayment of interest only) while enrolled in College. Applications are available through the Office of Financial Aid.

Other Education Loans

In addition to PLATO, there are other student/parent loan plans for education. One such option is EXCEL through Nellie Mae and the Education Resources Institute. EXCEL offers loans of up to \$20,000 per year, with a maximum twenty-year repayment period.

A similar plan is offered through TERI Loans. Both programs are based in Massachusetts, but are national in scope. More information is available through the Office of Financial Aid.

Tuition Payment Plans

See page 172 in the Comprehensive Academic Fee Plan section.

Financial Aid for Off-Campus Study

Financial aid is available for programs of off-campus study (both domestic and study abroad) which are approved by the Academic Standing Committee. College Grant and Loan funds will normally be awarded for a maximum of two semesters of off-campus study through College-affiliated programs only.

International students are not eligible to receive College-funded financial aid for study abroad, except as documented to meet academic program requirements.





GETTYSBURG

Register

BOARD OF TRUSTEES ⁽¹⁾

1993-94 Academic Year

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Retired, Chairman & Chief Executive Officer
Carpenter Technology Corporation
Reading, Pennsylvania

JAMES H. BRENNEMAN (1988)

VICE CHAIRPERSON

Vice President, Operations & Planning
Bell Atlantic Enterprises
Philadelphia, Pennsylvania

PATRICIA C. BACON (1991)

SECRETARY

Acadia Advertising and Marketing
Sausalito, CA 94965

CHARLES E. ANDERSON (1984)

Retired, ITT Corporation
Wilton, Connecticut

PATRICIA C. BACON (1991)

Acadia Advertising and Marketing
Sausalito, CA 94965

HENRY S. BELBER, II (1989)

President & Chief Executive Officer
Trico Construction Co., Inc.
Devon, Pennsylvania

STEPHEN G. BISHOP (1992)

Prof. & Dir. of Eng. Research Center
University of Illinois
Champaign-Urbana, Illinois

JAMES H. BRENNEMAN (1988)

Vice President, Operations & Planning
Bell Atlantic Enterprises
Philadelphia, Pennsylvania

THOMAS C. NORRIS (1974-1986) (1988)

Chairman, President & CEO
P. H. Glatfelter Co.
Spring Grove, Pennsylvania

CHARLES A. CAMALIER, JR. (1985)

Developer
Washington, DC

HERBERT C. CLINTON, III (1991)

Asst. VP, Nations Bank of Maryland
Silver Spring, Maryland

D. DAVID EISENHOWER, II (1990)

Historian
Berwyn, Pennsylvania

THOMAS P. GEAREY, III (1992)

Retired, U.S. Army
Cortez, Florida

BRUCE S. GORDON (1983)

Vice President-Marketing
Bell Atlantic
Arlington, Virginia

DORIS G. HAAS (1991)

Arendtsville, Pennsylvania

JAMES F. HARGREAVES (1990)

Senior Vice President
Butcher & Singer, Inc.
Johnstown, Pennsylvania

PATRICIA W. HENRY (1993)

Associate Athletic Director
Harvard University
Cambridge, MA 02138

ROBERT D. HERSHEY, JR. (1990)

Reporter, New York Times
Washington, DC

H. SCOTT HIGGINS (1989)

Managing Director
Ark Asset Management Co., Inc.
New York City, New York

KRISTINE F. HUGHEY (1986)

Attorney
Media, Pennsylvania

EDWIN T. JOHNSON (1991)

Retired - Noble Lowndes/Johnson
Newtown, Pennsylvania

ROBERT S. JONES, JR. (1988)

President of Northern Operations
The Equitable
New York, New York

WILLIAM T. KIRCHHOFF (1988)

Executive Vice President
Cleveland Brothers Equipment Co., Inc.
Harrisburg, Pennsylvania

GERALD KRUM (1993)

Pastor, St. John's Lutheran Church
Lewistown, PA

NANCY R. LETTS (1989)

Teacher
Strath Haven High School
Wallingford, Pennsylvania

E. JAMES MORTON (1991)

Director
John Hancock Mutual Life Insurance Co.
Boston, Massachusetts

ALBERT C. NEUMANN, M.D. (1986)

Founder and Medical Director
The Neumann Eye Institute
DeLand, Florida

THOMAS C. NORRIS (1974-1986) (1988)

Chairman, President & Chief Executive Officer
P. H. Glatfelter Co.
Spring Grove, Pennsylvania

RICHARD E. PATTERSON (1988)

Research Associate
E. I. Dupont de Nemours
Deepwater, New Jersey

PAUL R. ROEDEL (1987)

Retired, Chairman & Chief Executive Officer
Carpenter Technology Corporation
Reading, Pennsylvania

BETSY WEAVER SANDERS (1993)

Management Consultant
Sutter Creek, CA

FREDERICK H. SETTELMAYER (1985)

Vice President
The Boston Company
Boston, Massachusetts

DONNA L. SHAVLIK (1985)

Director, Office of Women in Higher Education
American Council on Education
Washington, DC

F. BARRY SHAW (1987)

President & Chief Executive Officer
Wenger's Feed Mill, Inc.
Rheems, Pennsylvania

BRUCE R. STEFANY (1986)

President & Chief Executive Officer,
Chubb Securities Corporation
Senior Vice President, Chubb Life America
Concord, New Hampshire

JAMES R. THOMAS (1981-1987) (1989)

Retired, Chairman & CEO
Best Foods Baking Group
CPC International, Inc.
Allendale, New Jersey

DENNIS H. TYLER (1988)

Subschool Principal
Robinson Secondary School
Fairfax, Virginia

JAMES M. UNGLAUBE (1988)

Director, Colleges & Universities
Evangelical Lutheran Church in America
Chicago, Illinois

DEBRA A. WALLEY (1990)

Attorney
Camp Hill, Pennsylvania

BARBARA TURNER WHITE (1991)

Executive Vice President
Turner-White Communications, Inc.
Wayne, Pennsylvania

BARRY B. WRIGHT (1986)

President
Metropolitan Personnel Services, Inc.
McLean, Virginia

CATHERINE ZARRELLA (1992)

President
Woman's General League of Gettysburg College
Hanover, Pennsylvania

***LAVERN H. BRENNEMAN (1962-1974) (1976-1988)**

Retired
York Shipley, Inc.
York, Pennsylvania

***RALPH W. COX (1972-1984)**

Retired
Connecticut General Life Insurance Co.
Savannah, Georgia

***F. WILLIAM SUNDERMAN, M.D. (1967-1979)**

Director
Institute for Clinical Science
Philadelphia, Pennsylvania

(1) The dates following the names indicate years of previous service and the beginning year of present service on the Board of Trustees.

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Swarthmore, Pennsylvania

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(1993-1994 Academic Year)

President

Gordon A. Haaland 1990-

A.B., Wheaton College;

Ph.D., State University of New York at Buffalo

Janet Morgan Riggs 1991-

Assistant to the President

B.A., Gettysburg College

M.A., Ph.D., Princeton University

Salvatore Ciolino 1971-

Director for Institutional Analysis

B.A., State University of New York at Geneseo;

M.S., State University of New York at Albany;

D.Ed., Nova University

Charles W. Winters 1989-

Director of Intercollegiate Athletics

B.S., M.Ed., Bowling Green State University

Jack Bream 1992-

Orange and Blue Club Executive Director

John W. Campo 1985-

Head Coach/Baseball, Assistant Coach/Football

B.S., University of Delaware; M.S., Queens College of the City University of New York

Michael P. Cantele 1990-

Athletic Trainer Certified

B.A., Gettysburg College;

M.S., Old Dominion University

Robert T. Condon 1993-

Head Coach/Cross Country, Track & Field

B.A., Olivet College;

M.E.D., Miami University at Oxford

Carol E. Daly 1992-

Coach/Field Hockey & Lacrosse

B.P.E., Gettysburg College;

M.P.E., Miami University at Oxford

Joseph D. Donolli 1971-

Athletic Trainer Certified

B.S., University of Delaware; M.Ed., Temple University

Doreen M. Drexel 1984-

Coordinator of Women's Athletics,

Head Coach/Women's Volleyball

B.S., M.S., Frostburg State University

Henry Janczyk 1987-
Head Coach/Lacrosse
B.A., Hobart College; M.A., Albany State University

Robert B. Kenworthy 1965-
Director of Sports Information

Michael T. Kirkpatrick 1989-
Head Coach/Women's Basketball,
Head Coach/Women's Softball
A.A., Community College of Allegheny - Boyce
Campus; B.S., University of Pittsburgh at Johnstown

George R. Petrie 1989-
Head Coach/Basketball, Head Coach/Golf
B.A., Lebanon Valley College;
M.Ed., University of Utah

William H. Pfitzinger 1991-
Head Coach/Women's Tennis
B.S., Roanoke College

Michael K. Rawleigh 1985-
Head Coach/Swimming
B.A., University of North Carolina at Chapel Hill;
M.S., Western Maryland College

John F. Schmid 1990-
Assistant Coach/Football, Track & Field
B.S., Ursinus College

Barry H. Streeter 1975-
Head Coach/Football
B.A., Lebanon Valley College;
M.S., University of Delaware

Todd D. Wawrousek 1990-
Head Coach/Women's Soccer
B.S., University of Pittsburgh;
M.Ed., Alfred University

David H. Wilson 1989-
Head Coach/Wrestling, Assistant Coach/Lacrosse
B.A., Bowdoin College;
M.S., United States Sports Academy

Cindy T. Wright 1991-
Director of Campus Recreation
B.S., State University of New York at Cortland
M.S., University of Utah

David W. Wright 1986
Head Coach/Soccer, Head Coach/Tennis
B.S., State University of New York at Cortland;
M.A., Brigham Young University

Provost

L. Baird Tipson 1987-
Provost and Professor of Religion
A.B., Princeton University;
M.Ph., Ph.D., Yale University

Liliane Floge 1990-
Assistant Provost
B.A., City College of New York;
M. Phil., Ph.D., Columbia University

Neil W. Beach 1960-
Assistant Provost
B.S., M.S., Ph.D., University of Michigan at Ann Arbor

G. Ronald Couchman 1967-
Registrar
B.A., Gettysburg College

Marilyn Hubbard 1990-
Coordinator of Off-Campus Studies and
International Student Affairs
B.A., Monmouth College (Illinois);
M.A., Southern Illinois University

Dennis R. Aebersold 1989-
Associate Provost for Computing
B.S., Occidental College; Ph.D., Brown University

Michael D. Marty 1990-
Director of Technical Operations (Computing)
B.S., M.S., Illinois Institute of Technology

Dean F. Duncan 1991-
Director of Information Technology
B.A., M.U.A., The University of North Carolina at
Charlotte; Ph.D., Emory University

William P. Wilson 1979-
Software Support Coordinator (Computing)
B.A., Gettysburg College;
M.A., Ph.D., University of Connecticut

Tod M. Maki 1989-
Micro Support Coordinator (Computing)
Diploma, Duluth Business University;
B.S., University of Wisconsin - Superior

Gail P. Rankin 1990-
Computer Store Manager
B.A., University of New Hampshire

Martha M. Myricks 1991-
Microcomputer Support/Training
B.A., San Francisco State University

Willis M. Hubbard 1983-

College Librarian

B.A., Monmouth College (Illinois);

M.S., University of Illinois;

M.A., Southern Illinois University

Philip A. Hallman 1992-

Circulation Librarian/Asst. Director of Media Services

A.B., M.I.L.S., University of Michigan at Ann Arbor

David T. Hedrick 1972-

Special Collections Librarian

B.A., Emory and Henry College;

M.A., University of Denver

S. Katherine Johnson 1989-

Assistant Technical Services Librarian

A.S., B.S., Ferrum College; M.S., Columbia University

Lee Alan Krieger 1989-

Technical Services Librarian

B.A., M.I.L.S., University of Pittsburgh

Mary G. McMahon 1993-

Associate Librarian for Information Technology

B.S., Temple University;

M.E.D., Edinboro State College

Mary L. Morris 1993-

User Instruction Librarian

B.A., St. Joseph's University; M.S., Drexel University

Anna Jane Moyer 1961-

Readers' Services Librarian

A.B., Susquehanna University;

M.S.L.S., Drexel University

Frances H. Playfoot 1971-

Assistant Readers' Services Librarian

B.A., The George Washington University;

M.S.L.S., Shippensburg University

Xiaofeng (John) Zhu 1990-

Systems and Automated Services Librarian

B.S., Sichuan University, Chengdu, China;

M.L.I.S., Columbia University

Peter Stitt 1986-

Editor

THE GETTYSBURG REVIEW

Professor of English

B.A., M.A., University of Minnesota;

Ph.D., University of North Carolina-Chapel Hill

Emily R. Clarke 1991-

Managing Editor

THE GETTYSBURG REVIEW

B.A., University of North Carolina at Greensboro

Jeffery B. Mock 1991-

Assistant Editor

THE GETTYSBURG REVIEW

B.A., University of Iowa;

M.F.A., University of Alabama

Glenn A. Snyder 1992-

Physics Research Associate/Programmer

B.S., Case Institute of Technology

Ph.D., Case Western Reserve University

Barbara J. Streeter 1991-

Wellness Coordinator/Asst. Director of Campus

Recreation/Asst. Field Hockey Coach

Admissions/Financial Aid

Delwin K. Gustafson 1967-

Dean of Admissions

B.A., Augustana College (Illinois);

J.D., University of Nebraska Law School

Daniel A. Dundon 1972-

Associate Dean of Admissions

B.A., State University of New York at Buffalo;

M.A., Eastern Michigan University

Gail Sweezey 1983-

Associate Dean of Admissions

B.A., Allegheny College

Darryl W. Jones 1985-

Assistant Dean of Admissions

B.A., Pennsylvania State University

Susan C. Hill 1991-

Admissions Counselor

B.A., Gettysburg College

Karen Long 1988-

Assistant Director of Admissions

B.A., Siena College

Jill K. Trott 1990-

Assistant Director of Admissions

B.S., College of William and Mary

David E. Trott 1988-

Assistant Director of Admissions

B.A., Gettysburg College

Ronald L. Shunk 1983-
Director of Financial Aid
B.A., M.Ed., Pennsylvania State University

Alisha H. Wechsler 1993-
Admissions Counselor
B.A., Vanderbilt University

John Z. Kelley 1992-
Assistant Director of Financial Aid, Admissions
Counselor
B.S., Alfred University; M.S., Syracuse University

College Life

Julie L. Ramsey 1981-
Dean of the College
B.A., Denison University; M.A., Indiana University

Dennis Murphy 1990-
Associate Dean of the College
B.A., Saint Francis College (Pennsylvania);
M.S., Shippensburg University of Pennsylvania;
Ed.D., Indiana University

Margaret-Ann Radford-Wedemeyer 1986-
Associate Dean of the College
B.A., Texas Women's University; M.A., Hood College

Robert C. Nordvall 1972-
Acting Dean of First Year Students
B.A., DePauw University; J.D., Harvard Law School;
Ed.D., Indiana University

Anne B. Showalter 1989-
Dean of Academic Advising
B.A., Elizabethtown College; M.A., University of Iowa

Timothy M. Dodd 1990-
Associate Dean of Academic Advising
M.A., Fordham University;
ABD, University of Pittsburgh

Parker C. Johnson 1992-
Dean of Intercultural Resources
B.A., Williams College; Ed.M. in Administration,
Planning and Social Policy, Harvard University

Antionette W. Bowie 1993-
Associate Dean of Intercultural Advancement
B.A., Mississippi State University; M.A., Hood College

Deborah M. Wailes 1991-
Director of Career Services
B.A., Wilmington College; M.H.S., Lincoln University

Eugene Durkee 1990-
Assistant Director of Career Services
B.A., Rutgers College, Rutgers University;
M.T.S., Boston University of Theology

Frederick Kinsella 1991-
Director of Student Health Services
B.S., Wagner College; M.S., Wagner College;
Post-Master's Certificate, University of Virginia

William H. Jones 1964-
Coordinator of Counseling
B.A., Eastern Nazarene College; M.A., University of
Wisconsin; Ed.D., Boston University

Frances Parker 1980-
Counseling Psychologist
B.A., M.A., University of Kentucky

Harriet Barriga Marritz 1989-
Counselor/Drug Education Coordinator
B.A., Lafayette College;
M.S., Millersville University of Pennsylvania

Lois A. Armor 1988-
Counselor
B.A., Gettysburg College

Meridith Moran 1992-
Director of Student Activities/College Union
B.A., University of Kentucky; M.S., Indiana University

Thomas S. Dombrowsky 1991-
Director of Greek Organizations/Asst. Dean of the
College
B.A., University of Rhode Island;
M.A., Morgan State University

Beth E. Bailey 1993-
Assistant Director of Residence Life
M.S., Alfred University

Susanne E. Nicholson 1991-
Assistant Director of Residence Life
B.S., James Madison University;
M.S., Miami University

Timothy P. Rupe 1992-
Director of Residence Hall Programs
B.S., Susquehanna University;
M.S., Shippensburg University

Lynn Comber 1992-
Assistant Director of Student Activities
B.S., University of Vermont; M.A., Boston College

Karl J. Mattson 1977-
Director, Center for Public Service
B.A., Augustana College (Illinois);
B.D., Augustana Theological Seminary;
S.T.M., Yale Divinity School

Madeline Yates 1992-
Intern for Center for Public Service
B.A., Gettysburg College

Nadine F. Lehr 1992-
Chaplain
B.A., Concordia College
M.Div., Yale Divinity School

Gail Milgram 1993-
Director of Hillel

Finance and Administration

Jennie L. Mingoelli 1993-
Treasurer
B.A., M.A., Ph.D., Syracuse University

Michael S. Malewicki 1976-
Assistant Treasurer
B.A., Gettysburg College;
M.S., Shippensburg University of Pennsylvania;
M.B.A., Mt. St. Mary's College

Katherine C. McGraw 1988-
Controller
A.A., Harrisburg Area Community College;
A.B., Grove City College

Jane D. North 1992-
Director of Human Resources
B.S., Miami University at Oxford

Timon K Linn 1985-
Director of Safety and Security

David M. Swisher, II 1970-
Director of Physical Facilities

John V. Myers 1978-
Director of Dining Services
B.S., Univeristy of Scranton

James R. Biesecker 1983-
Conference & Vending Manager
B.S., Mt. St. Mary's College

Gary C. Brautigam 1991-
Executive Chef

Linda S. Krafft 1987-
Catering Manager

Charles W. Lovett 1988-
Purchasing Manager
B.S., St. Francis College of PA

Clara L. Newell 1992-
Dining Room Manager

Matthew B. Nolin 1992-
Sous Chef

Peter C. North 1992-
Hotel Food & Beverage Manager
B.S., Slippery Rock State College

Alfredo M. Pina 1962-
Morning Kitchen Supervisor

Kaye A. Robison 1991-
Cash Operations Manager

College Relations

Lex O. McMillan, III 1993-
Vice President for College Relations
B.A., Washington & Lee University; M.A., Georgia
State University; Ph.D., University of Notre Dame

William T. Walker, Jr. 1989-
Associate Vice President for Public Relations
B.A., M.A., University of Virginia

Jean S. LeGros 1978-1988, 1991-
Director of Alumni Relations
B.A., Gettysburg College

Robert D. Smith 1965-
Sr. Reunion Gift Office & Assoc. Director of
Development
B.S., Gettysburg College; M.A., Penn State University
M.S., Shippensburg University of Pennsylvania

Susan Bryant 1989-
Associate Editor/Publications Coordinator
B.A., Bryn Mawr College;
Francais Diplome, International School of Geneva

Daniel H. Comber 1991-
Development Officer
B.A., University of Vermont

Mary E. Dolheimer 1991-
Assistant Director of Public Relations
B.S., Indiana University of PA

Brian H. Hargrove 1993-
Assitant Director of Capital Giving
B.A., Gettysburg College

Constance R. Heiland 1991-
Associate Director of Gift Planning
B.A., Miami University; M.A., Miami University;
J.D., University of Dayton

Martha D. Keller 1993-
Acting Director of Annual Giving
B.A., Duke University

John M. McAndrew 1992-
Associate Director of Public Relations
B.A., King's College

M. Catherine Norris 1993-
Assistant Director of Alumni Relations
B.A., Gettysburg College
M.A., George Washington University

Melissa A. Ratherdale 1993-
Annual Fund Staff Associate
B.A., Gettysburg College

Paula Thomas 1991-
Associate Director of Development/Corporate and
Foundation Grants
B.A., University of Pennsylvania;
M.E.D., Temple University

Jerold Wikoff 1984-
Senior Editor
B.A., Stanford University; M.A., Stanford University;
Ph.D., Stanford University

The Faculty (1993-1994 Academic Year)

Gordon A. Haaland 1990-
President and Professor of Psychology
A.B., Wheaton College; Ph.D.,
State University of New York at Buffalo

L. Baird Tipson 1987-
Provost and Professor of Religion
A.B., Princeton University; M.Ph.,
Ph.D., Yale University

Emeriti

Paul Baird 1951-1985
Professor of Economics, Emeritus
B.A., M.A., The Pennsylvania State University

Guillermo Barriga 1951-1981
Professor of Romance Languages, Emeritus
B.S., Columbian Naval Academy; M.A., Middlebury
College; Ph.D., University of Madrid

Neil W. Beach 1960-1993
Professor of Biology, Emeritus
B.S., M.S., Ph.D., University of Michigan

F. Eugene Belt 1966-1988
Professor of Music, Emeritus
A.B., Western Maryland College;
M.A., New York University

A. Bruce Boenau 1957-1991
Professor of Political Science, Emeritus
A.B., Amherst College;
A.M., Ph.D., Columbia University

Lois J. Bowers 1969-1992
Coordinator of Women's Athletics and Professor of
Health and Physical Education Emerita
B.S., Temple University;
M.Ed., Western Maryland College

Jay P. Brown 1947-1988
Bursar, Emeritus
Certificate, American Institute of Banking

Bruce W. Bugbee 1958-1992
Professor of History Emeritus
A.B., College of William and Mary;
A.M., Ph.D., University of Michigan

Mary G. Burel 1970-1986
Librarian Emerita
B. A., University of Oklahoma;
M.S.L.S., Florida State University

Albert W. Butterfield 1958-1972
Professor of Mathematics, Emeritus
B.S., United States Naval Academy;
M.S., University of Michigan

John F. Clarke 1966-1989
Professor of English, Emeritus
B.A., Kenyon College; M.A., Stanford University

Glendon F. Collier 1957-1983
Professor of German and Russian, Emeritus
B.A., Franklin and Marshall College;
M.A., University of California, Berkeley

Theodore C. Daniels 1954-1987
Professor of Physics, Emeritus
B.A., Oberlin College; Ph.D., Syracuse University

Helen H. Darrah 1961-1977
Professor of Biology, Emerita
B.S., M.S., University of Pittsburgh

Harold A. Dunkelberger 1950-1983

Professor of Religion, Emeritus
 B.A., Gettysburg College; B.D., Lutheran Theological
 Seminary, Gettysburg; Ph.D., Columbia University;
 D.D., Susquehanna University

Lewis B. Frank 1957-1986

Professor of Psychology, Emeritus
 B.S., Franklin and Marshall College;
 M.A., The Johns Hopkins University

Edwin D. Freed 1948-1951, 1953-1986

Professor of Religion, Emeritus
 B. A., Gettysburg College; B.D., Lutheran Theological
 Seminary, Gettysburg; Ph.D., Harvard University

Robert H. Fryling 1947-50, 1958-87

Professor of Mathematics, Emeritus
 B.A., Gettysburg College;
 M.S., Ph.D., University of Pittsburgh

Charles H. Glatfelter 1949-1989

Professor of History, Emeritus
 B.A., Gettysburg College;
 Ph.D., The Johns Hopkins University

Gertrude G. Gobbel 1968-1989

Professor of Psychology, Emerita
 B.S., The Pennsylvania State University;
 M.S., University of Illinois; Ph.D., Temple University

Roland E. Hansen 1973-1989

Business Manager, Emeritus
 B.A., Nebraska Wesleyan University

J. Richard Haskins 1959-1988

Professor of Physics, Emeritus
 B.S., University of Texas; Ph.D., Ohio State University

John T. Held 1960-1988

Professor of Education, Emeritus
 B.A., Gettysburg College; M.A., Columbia University;
 M.S., University of Illinois

Caroline M. Hendrickson 1959-1984

Professor of Spanish, Emerita
 A.B., Wellesley College; M.A., Columbia University

Thomas J. Hendrickson 1960-1988

Professor of Physics, Emeritus
 B.S., M.S., University of Michigan;
 Ph.D., Iowa State University

Wade F. Hook 1967-1989

Professor of Sociology and Anthropology, Emeritus
 A.B., Newberry College; B.D., Lutheran Theological
 Southern Seminary; M.A., University of South
 Carolina; Ph.D., Duke University

Robert T. Hulton 1957-1989

Director of Intercollegiate Athletics and Professor
 of Health and Physical Education, Emeritus
 B.A., Grove City College

R. Eugene Hummel 1957-1987

Coach and Professor of Health and Physical
 Education, Emeritus
 B.A., Gettysburg College; M.A., Columbia University

Chester E. Jarvis 1950-1980

Professor of Political Science, Emeritus
 A.B., M.A., University of California, Berkeley;
 Ph.D., University of Pennsylvania

Grace C. Kenney 1948-1987

Professor of Health and Physical Education, Emerita
 B.S., New York University; M.A., Columbia University

Arthur L. Kurth 1962-1983

Professor of French, Emeritus
 B.A., Yale College; Ph.D., Yale University

Jack S. Locher 1957-1987

Professor of English, Emeritus
 M.A., University of Chicago;
 Ph.D., University of Pennsylvania

Nancy C. Locher 1968-1988

Dean of Student Advisement, Emerita
 B.A., Mary Baldwin College;
 M.A., University of North Carolina

Rowland E. Logan 1958-1988

Professor of Biology, Emerita
 A.B., University of California, Los Angeles;
 M.S., Ph.D., Northwestern University

Richard T. Mara 1953-1989

Professor of Physics, Emeritus
 B.A., Gettysburg College; M.S., Ph.D.,
 University of Michigan

Edward F. McManness 1970-1988

Director of the College Union, Emeritus
 B.S., M.S., East Texas State University;
 M.B.A., Mt. St. Mary's College

M. Scott Moorhead 1955-1981
Professor of Mathematics, Emeritus
B.S., M.A., Washington and Jefferson College;
Ph.D., University of Pittsburgh

Ruth E. Pavlantos 1963-1988
Professor of Classics, Emerita
B.A., College of Wooster; M.A.,
Ph.D., University of Cincinnati

James D. Pickering 1954-1988
Professor of English, Emeritus
A.B., A.M., Wesleyan University;
Ph.D., Columbia University

Ingolf Qually 1956-1982
Professor of Art, Emeritus
B.A., St. Olaf College; B.F.A., M.F.A., Yale University

James H. Richards, Jr. 1974-1983
Librarian Emeritus
B.A., Wesleyan University; B.S.L.S., Columbia
University; M.A., Wesleyan University

Katherine K. Taylor Rood 1947-1966
Professor of English, Emerita
B.A., University of Oregon

Russell S. Rosenberger 1956-1981
Professor of Education, Emeritus
B.S., Geneva College;
M.Litt., Ed.D., University of Pittsburgh

Calvin E. Schildknecht 1959-1979
Professor of Chemistry, Emeritus
B.S., Gettysburg College;
Ph.D., The Johns Hopkins University

Henry Schneider, III 1964-1981
Professor of German, Emeritus
A.B., M.A., Ph.D., Princeton University

W. Richard Schubart 1950-1981
Professor of Philosophy, Emeritus
A.B., Dartmouth College; A.M., Columbia University

Walter J. Scott 1959-1984
Professor of Physics, Emeritus
B.A., Swarthmore College; M.S., Lehigh University

Jack Douglas Shand 1954-1984
Professor of Psychology, Emeritus
B.A., Amherst College; M.A., Harvard University;
Ph.D., University of Chicago

Howard Shoemaker 1957-1985
Professor of Health and Physical Education, Emeritus
B.A., Gettysburg College; M.A., Columbia University

James F. Slaybaugh, Jr. 1964-1989
Professor of Education, Emeritus
A.B., Roanoke College;
M.Ed., The Pennsylvania State University

Charles A. Sloat 1927-1968
Professor of Chemistry, Emeritus
B.S., Gettysburg College; M.A., Haverford College;
Ph.D., Princeton University

Janis Weaner 1957-1985
Professor of Spanish, Emerita
B.A., Mary Washington College of the University of
Virginia; M.A., New York University

Dexter N. Weikel 1962-1988
Professor of Music, Emeritus
B.S., Susquehanna University; M.A., The Pennsylvania
State University; D.M.A., Peabody Conservatory of
The Johns Hopkins University

Conway S. Williams 1949-1980
Professor of Economics and Business
Administration, Emeritus
A.B., Columbia University;
M.S., Columbia University School of Business

Frank B. Williams 1966-1993
Dean of Student Life and Educational Services,
Emeritus
B.A., M.A.T., Wesleyan University;
Ed.D., University of Pennsylvania

Richard K. Wood 1969-1990
Director of Academic Computing, Emeritus
B.A., Earlham College; M.S.(2), University of Wisconsin

Waldemar Zagars 1956-1974
Professor of Economics, Emeritus
Dr. oec., University of Riga

Current Faculty

James Agard 1982-
Associate Professor of Art
B.S., The State University of New York at New Paltz;
M.F.A., Rutgers University

Randolph R. Aldinger 1989-
Associate Professor of Physics
B.S., Arizona State University;
Ph.D., University of Texas at Austin

Marie-Jose Arey² 1988-
Assistant Professor of French
B.A., M.A., University of Florida; Ph.D., Duke University

Charlotte E. S. Armster 1984-
Associate Professor of German,
Department Chairperson
B.A., Eastern Michigan University;
M.A., Middlebury College; Ph.D., Stanford University

Martha E. Arterberry 1989-
Assistant Professor of Psychology
B.A., Pomona College; Ph.D., University of Minnesota

Deborah H. Barnes 1992-
Assistant Professor of English
B.A., Tuskegee Institute; M.A., North Carolina
Agriculture & Technical State University;
Ph.D., Howard University

Bela Bajnok 1993-
Assistant Professor of Mathematics and Computer
Science
M.Ed., Eötvös University (Hungary);
M.S., Ph.D., Ohio State University

Edward J. Baskerville¹ 1956-
Professor of English
B.S., Lehigh University; M.A.,
Ph.D., Columbia University

Temma F. Berg 1985-
Associate Professor of English
B.A., M.A., Ph.D., Temple University

Emelio Betances 1991-
Assistant Professor of Latin American Studies
B.A., Adelphi University; M.A., Ph.D., Rutgers,
The State University of New York

Mark E. Bingham 1992-
Assistant Professor of English
B.A., University of Mississippi; M.A.,
University of South Florida;
Ph.D., University of North Carolina at Chapel Hill

Michael J. Birkner 1978-79, 1989-
Associate Professor of History,
Department Chairperson
B.A., Gettysburg College; M.A.,
Ph.D., University of Virginia

Gareth V. Biser 1959-
Associate Professor of Health and Physical
Education, Department Chairperson
B.S., Gettysburg College; M.S., Syracuse University

Danielle Blin-Daniel 1993-
Instructor in French
B.A. (2), M.A. (2), University of Rennes, France

Gabor S. Boritt 1981-
Robert C. Fluhrer Professor of Civil War Studies
B.A., Yankton College; M.A., University of
South Dakota; Ph.D., Boston University

Robert F. Bornstein 1986-
Associate Professor of Psychology
B.A., Amherst College;
Ph.D., State University of New York at Buffalo

Donald M. Borock² 1974-
Associate Professor of Political Science
B.A., M.A., Ph.D., University of Cincinnati

Judith A. Brough 1989-
Associate Professor of Education,
Department Chairperson
B.S., Ed.M., Shippensburg University of Pennsylvania;
Ed.D., State University of New York at Buffalo

Finley Anne Bryan 1993-
Assistant Professor of Biology
B.S., University of North Carolina-Wilmington;
M.A., University of North Carolina-Greensboro;
Ph.D., Ohio University

Ronald D. Burgess 1980-
Professor of Spanish, Department Chairperson
B.A., Washburn University of Topeka;
M.A., Ph.D., University of Kansas

Leslie Cahoon¹ 1988-
Associate Professor of Classics
A.B., M.A., Ph.D., University of California, Berkeley

Kathleen M. Cain¹ 1990-
Assistant Professor of Psychology
A.B., College of the Holy Cross; A.M., Ph.D.,
University of Illinois at Urbana-Champaign

A. Ralph Cavaliere² 1966-
Charles H. Graff Professor of Biology
B.S., M.S., Arizona State University;
Ph.D., Duke University

Frank M. Chiteji 1988-
Associate Professor of History/Coordinator of
African American Studies
B.A., University of San Francisco;
M.A., Ph.D., Michigan State University

Janet M. Claiborne 1985-
Associate Professor of Health and Physical Education
B.S., East Carolina University;
M.S., Florida State University;
Ed.D., University of North Carolina at Greensboro

Catherine B. Clay 1989-
Assistant Professor of History
B.A., Carleton College; M.A.,
Ph.D., University of Oregon

John A. Commito 1993-
Professor of Environmental Studies and Biology
A.B., Cornell University; Ph.D., Duke University

Chan L. Coulter 1958-
William Bittinger Professor of Philosophy,
Department Chairperson
B.A., University of Iowa; M.A.,
Ph.D., Harvard University

David J. Cowan⁴ 1965-
Associate Professor of Physics
B.S., M.A., Ph.D., University of Texas

David L. Crowner 1967-
Associate Professor of German
B.A., Pacific Lutheran University;
M.A., Ph.D., Rutgers-The State University of New Jersey

L. Antonio Curet 1993-
Assistant Professor of Sociology and Anthropology
B.S., M.S., University of Puerto Rico;
Ph.D., Arizona State University

Paul R. D'Agostino 1969-
Professor of Psychology
B.S., Fordham University;
M.A., Ph.D., University of Virginia

Roy A. Dawes 1993-
Assistant Professor of Political Science
B.A., University of New Orleans;
M.S., Ph.D., Florida State University

Edward G. DeClair 1991-
Assistant Professor of Political Science
B.A., University of South Florida;
M.A., Ph.D., Florida State University

Véronique A. Delesalle 1993-
Assistant Professor of Biology
B.Sc., M.Sc., McGill University;
Ph.D., University of Arizona

Carolyn M. DeSilva 1982-
Associate Professor of Mathematics
B.A., Merrimack College; M.S., Northern Arizona
University; M.S., Ph.D., University of New Hampshire

Mercedes Diaz 1993-
Instructor in Spanish
M.A., University of Seville

Shulin Ding 1988-89; 1991-
Distinguished Visiting Professor in
Interdepartmental Studies
B.A., Beijing Foreign Languages Institute;
M.A., China Academy of Social Sciences

Charles F. Emmons¹ 1974-
Professor of Sociology and Anthropology
B.A., Gannon College;
M.A., Ph.D., University of Illinois

Kay Etheridge 1986-
Associate Professor of Biology
B.S., M.S., Auburn University;
Ph.D., University of Florida

Mary Ann Fay 1993-
Assistant Professor of History
B.A., University of Pennsylvania; M.S., Boston
University; Ph.D., Georgetown University

Ann Harper Fender 1978-
Professor of Economics, Department Chairperson
A.B., Randolph Macon Woman's College;
Ph.D., The Johns Hopkins University

George H. Fick 1967-
Associate Professor of History
A.B., Harvard University;
M.A., University of Minnesota;
Ph.D., Harvard University

Rebecca Fincher-Kiefer² 1988-
Assistant Professor of Psychology
B.S., Washington College;
M.S., Ph.D., University of Pittsburgh

James P. Fink 1992-
Professor of Mathematics and Computer Science,
Department Chairperson
B.S., Drexel University; M.S.,
Ph.D., Stanford University

Kermit H. Finstad 1970-
Associate Professor of Music
B.A., St. Olaf College;
M.M., The Catholic University of America

David E. Flesner 1971-

Associate Professor of Mathematics
A.B., Wittenberg University;
A.M., Ph.D., University of Michigan

Jean W. Fletcher 1986-

Associate Professor of Economics
B.S., University of Missouri;
A.M., Ph.D., Washington University

Norman O. Forness 1964-

Associate Professor of History
B.A., Pacific Lutheran University;
M.A., Washington State University;
Ph.D., The Pennsylvania State University

Mathew B. Forstater 1992-

Instructor in Economics
B.A., Temple University;
M.A., New School for Social Research

Donald H. Fortnum 1965-

Professor of Chemistry
B.S., Carroll College (Wisconsin);
Ph.D., Brown University

Robert S. Fredrickson 1969-

Professor of English, Department Chairperson
B.A., DePauw University;
M.A., University of Minnesota;
Ph.D., University of North Carolina at Chapel Hill

Karen Frey 1993-

Instructor in Management
B.S.B.A., M.B.A., Shippensburg University

Fritz Gaenslen 1991-

Assistant Professor of Political Science
B.A., Miami University (Ohio);
M.A., Ph.D., University of Michigan

Andrew T. Gannon 1993-

Assistant Professor of Biology
B.A., University of South Florida;
M.S., Ph.D., University of Florida

Robert R. Garnett² 1981-

Associate Professor of English
B.A., Dartmouth College;
M.A., Ph.D., University of Virginia

Robert M. Gemmill 1958-

Associate Professor of Economics
B.A., Gettysburg College;
M.A., University of Pennsylvania

Sandra K. Gill 1984-

Associate Professor of Sociology and Anthropology
B.S., Auburn University; M.A., University of Alabama;
Ph.D., University of Oregon

Leonard S. Goldberg 1982-

Associate Professor of English
B.A., University of Michigan;
M.A., Ph.D., University of Pennsylvania

Margaret Golfin 1988-

Assistant Professor of Economics
B.S., State University of New York College at
Brockport; M.S., Carnegie-Mellon University;
Ph.D., Cornell University

Derrick K. Gondwe 1977-

Professor of Economics
B.A., Lake Forest College; M.A., University of
Wisconsin; Ph.D., University of Manitoba

Timothy N. Good 1990-

Assistant Professor of Physics
B.S., Dickinson College;
M.S., Ph.D., University of California-Irvine

Sharon Davis Gratto 1992-

Assistant Professor of Music
B.Mus., Oberlin College; M.A., American University;
M.Mus., State University of New York at Potsdam;
D.M.A., Catholic University of America

Laurence A. Gregorio 1983-

Associate Professor of French
B.A., Saint Joseph's College;
M.A., Ph.D., University of Pennsylvania

Joseph J. Grzybowski 1979-

Associate Professor of Chemistry
B.S., King's College;
Ph.D., Case Western Reserve University

Louis J. Hammann 1956-

Professor of Religion, Department Chairperson
B.A., Gettysburg College; B.D., Yale Divinity School;
M.A., The Pennsylvania State University;
Ph.D., Temple University

Jerome O. Hanson 1984-

Associate Professor of English
B.A., State University of New York at Fredonia;
M.A., University of Cincinnati

Jan C. Hardt 1993-

Assistant Professor of Political Science
B.A., Union College;
M.A., University of California, Davis;
Ph.D., University of Maryland, College Park

Caroline A. Hartzell 1993-

Instructor in Political Science
B.A., University of Puget Sound;
M.A., University of California, Davis

Barbara Schmitter Heisler 1989-

Associate Professor of Sociology and Anthropology
B.G.S., Roosevelt University;
M.A., Ph.D., University of Chicago

Sherman S. Hendrix³ 1964-

Professor of Biology
B.A., Gettysburg College; M.S., Florida State University;
Ph.D., University of Maryland

Donald W. Hinrichs⁵ 1968-

Professor of Sociology and Anthropology,
Department Chairperson
B.A., Western Maryland College; M.A., University of
Maryland; Ph.D., Ohio State University

Kazuo Hiraizumi 1987-

Assistant Professor of Biology
B.S., Stanford University;
Ph.D., North Carolina State University

Helenmarie Hofman 1991-

Associate Professor of Education
B.S., M.Ed., Indiana University of Pennsylvania;
Ph.D., University of Minnesota

Koren A. Holland 1992-

Assistant Professor of Chemistry
B.A., Skidmore College;
Ph.D., University of Maryland, College Park

Leonard I. Holder 1964-

Alumni Professor of Mathematics
B.S., M.S., Texas A & M University;
Ph.D., Purdue University

Kathleen P. Iannello 1990-

Assistant Professor of Political Science
B.A., University of Arizona;
M.A.(2), Ph.D., The Pennsylvania State University

Steven W. James 1992-

Assistant Professor of Biology
B.A., Gettysburg College;
M.S., Ph.D., University of Minnesota

Donald L. Jameson 1985-

Associate Professor of Chemistry
B.S., Bucknell University;
Ph.D., University of North Carolina at Chapel Hill

Suzanne R. Johnson 1990-

Assistant Professor of English
B.A., State University of New York at Stony Brook;
M.A., Ph.D., University of Virginia

John W. Jones 1989-

Instructor in Music
B.S., Lebanon Valley College;
M.Ed., Towson State University

John M. Kellett 1968-

Associate Professor of Mathematics
B.S., Worcester State College;
M.S., Rutgers—The State University of New Jersey;
Ph.D., University of Florida

Gurudharm S. Khalsa 1993-

Assistant Professor of Religion
B.A., Kalamazoo College; M.A., University of Chicago
Divinity School; Ph.D., Graduate Theological Union

Elizabeth Riley Lambert⁴ 1984-

Associate Professor of English
B.A., Duquesne University; M.A., George Mason
University; Ph.D., University of Maryland

Deborah Larsen 1989-

Associate Professor of English,
M.S. Boyer Chair in Poetry; B.A., Mundelein College;
M.A., Western Washington University

L. Carl Leinbach 1967-

Professor of Mathematics and Computer Science
B.A., Lafayette College; M.A., University of Delaware;
Ph.D., University of Oregon

David B. Levine 1991-

Assistant Professor of Computer Science
B.A., Swarthmore College;
A.M., Ph.D., Dartmouth College

Franklin O. Loveland 1972-

Associate Professor of Sociology and Anthropology
A.B., Dartmouth College; M.A., Lehigh University;
M.A., Ph.D., Duke University

Mia K. Luehrmann³ 1991-

Assistant Professor of Physics
B.A., Dartmouth College; M.Sc., Ph.D., University of
Illinois at Urbana-Champaign

Enrique Luengo 1991-

Assistant Professor of Spanish
B.A., Universidad de Concepción (Chile);
Profesor of Spanish and Spanish American
Literatures, Universidad de Concepción (Chile);
M.A., University of Michigan;
Ph.D., University of California, Los Angeles

W. Bryan Lynch 1993-

Assistant Professor of Chemistry
B.S., Ph.D., University of Pittsburgh

Louis Manza 1992-

Assistant Professor of Psychology
B.A., State University of New York at Binghamton;
M.A., Brooklyn College of the City University of New
York; M.Phil., Ph.D., Graduate School and University
Center of the City University of New York

Laurence A. Marschall³ 1971-

Professor of Physics
B.S., Cornell University; Ph.D., University of Chicago

Ingrid Martínez-Rico 1993-

Instructor in Spanish
M.A., Universidad de Deusto

Michael Matsinko 1976-

Associate Professor of Music
B.S., M.M., West Chester University of Pennsylvania

Arthur McCardle 1969-

Associate Professor of German
B.A., M.A., Ph.D., Columbia University

Margaret G. Meloy 1993-

Instructor in Economics
B.S., The Pennsylvania State University;
M.S., Cornell University

Fredric Michelman¹ 1973-

Associate Professor of French
B.S.Ec., University of Pennsylvania; M.A., Middlebury
College; Ph.D., University of California, Los Angeles

Jan E. Mikesell 1973-

Professor of Biology
B.S., M.S., Western Illinois University;
Ph.D., Ohio State University

Carey A. Moore² 1955-56, 1959-

Amanda Rupert Strong Professor of Religion
B.A., Gettysburg College; B.D., Lutheran
Theological Seminary, Gettysburg;
Ph.D., The Johns Hopkins University

Kenneth F. Mott 1966-

Professor of Political Science, Department Chairperson
A.B., Franklin and Marshall College;
M.A., Lehigh University; Ph.D., Brown University

Samuel A. Mudd 1958-64, 1965-

Professor of Psychology
B.A., Gettysburg College; M.S., Ph.D., Purdue University

Charles D. Myers, Jr.¹ 1986-

Associate Professor of Religion
B.A., Duke University;
M.Div., Ph.D., Princeton Theological Seminary

James P. Myers, Jr. 1968-

Professor of English
B.S., LeMoyne College; M.A., University of Arizona;
Ph.D., University of Massachusetts

Jacqueline C. Nanfity 1991-

Assistant Professor of Spanish
B.A., Saint Mary's College of Notre Dame;
M.A., University of Michigan;
Ph.D., University of California, Los Angeles

Katsuyuki Niiro 1972-

Associate Professor of Economics
B.A., M.A., University of Hawaii;
M.A., Ph.D., University of Pittsburgh

Norman K. Nunamaker 1963-

Professor of Music
A.B., Bowling Green State University;
M.M., Ph.D., Indiana University

Paula Olinger 1979-

Associate Professor of Spanish
B.A., University of Wisconsin;
M.A., Ph.D., Brandeis University

Bruce L. Packard 1971-

Associate Professor of Education
B.A., Gettysburg College;
Ed.M., Ed.D., Temple University

William E. Parker 1967-

Associate Professor of Chemistry,
Department Chairperson
B.A., Haverford College; M.S., Ph.D.,
University of North Carolina at Chapel Hill

Alan Paulson 1978-

Professor of Art
B.F.A., Philadelphia College of Art;
M.F.A., University of Pennsylvania

Peter J. Pella¹ 1987-
Associate Professor of Physics,
Department Chairperson
B.S., United States Military Academy; M.S., Rensselaer
Polytechnic Institute; Ph.D., Kent State University

Lucia Perrotta 1993-
Instructor in French
B.A., Seton Hill College; M.A., Tufts University

Thane S. Pittman³ 1972-
Professor of Psychology, Department Chairperson
B.A., Kent State University;
M.A., Ph.D., University of Iowa

Robert A. Pitts 1986-
Professor of Management
B.A., Yale University; M.B.A., Columbia University;
D.B.A., Harvard University

Lisa Portmess 1979-
Associate Professor of Philosophy,
Coordinator of Global Studies,
Edwin T. Johnson and Cynthia Shearer Johnson
Distinguished Teacher in the Humanities
B.A., Gettysburg College;
M.A., Ph.D., Queen's University

Jean L. Potuchek 1988-
Assistant Professor of Sociology and
Anthropology/Coordinator of Women's Studies
A.B., Salve Regina College;
A.M., Ph.D., Brown University

William F. Railing 1964-
Professor of Economics
B.S., United States Merchant Marine Academy;
B.A., The Johns Hopkins University;
Ph.D., Cornell University

Rodney R. Redding 1989-
Associate Professor of Management
B.S., M.S., Ph.D., The Pennsylvania State University;
CPA

Ray R. Reider 1962-
Associate Professor of Health and Physical Education
B.A., Gettysburg College;
M.Ed., The Pennsylvania State University

Janet Morgan Riggs 1981-
Associate Professor of Psychology and Executive
Assistant to the President
B.A., Gettysburg College;
M.A., Ph.D., Princeton University

Michael L. Ritterson 1968-
Associate Professor of German
A.B., Franklin and Marshall College;
Ph.D., Harvard University

James E. Roberson 1993-
Visiting Assistant Professor of Global Studies
B.A., M.A., University of Florida;
Ph.D., University of Hawaii

David Román 1992-
Instructor in Spanish
Titulado en Historia y Educacion, Escuela
Normal Superior del Estado de Morelos

William E. Rosenbach 1984-
Harold G. Evans Professor of Eisenhower Leadership
Studies
B.S., B.B.A., Texas A & M University; M.B.A., Golden
Gate University; D.B.A., University of Colorado

Pamela J. Rosenberg 1990-
Assistant Professor of Sociology and Anthropology
B.A., Beloit College; M.A., University of New
Hampshire; Ph.D., Cornell University

Bahram Roughani 1992-
Assistant Professor of Physics
B.Sc., M.A., Indiana State University;
M.Sc., Ph.D., University of Cincinnati

Alex T. Rowland 1958-
Ockershausen Professor of Chemistry
B.A., Gettysburg College; Ph.D., Brown University

G. Albert Ruesga 1991-
Assistant Professor of Philosophy
B.Sc., Ph.D., Massachusetts Institute of Technology

Virginia E. Schein 1986-
Professor of Management, Department Chairperson
B.A., Cornell University; Ph.D., New York University

Emile O. Schmidt 1962-
Professor of English and Director of Theatre Arts
A.B., Ursinus College; M.A., Columbia University

David S. Seitz 1989-
Instructor in Management
B.S., University of Delaware;
B.S., M.B.A., York College of Pennsylvania; CMA

Stephen M. Sivi 1990-
Assistant Professor of Psychology
B.A., Washington and Jefferson College;
M.S., Rensselaer Polytechnic Institute;
Ph.D., Bowling Green State University

Carol D. Small 1969-

Instructor in Art
B.A., Jackson College of Tufts University;
M.A., The Johns Hopkins University

Carolyn S. Snively 1982-

Associate Professor of Classics,
Department Chairperson
B.A., Michigan State University;
M.A., Ph.D., University of Texas at Austin

Ralph A. Sorensen 1977-

Associate Professor of Biology,
Department Chairperson
B.A., University of California, Riverside;
Ph.D., Yale University

Harold Star 1988-

Assistant Professor of Management
B.A., McGill University;
M.B.A., Ph.D., Concordia University

Janet C. Stavropoulos 1978-

Associate Professor of English
B.A., Gettysburg College;
M.A., Ph.D., Indiana University

John R. Stemen 1961-

Associate Professor of History
B.A., Yale University; M.A., Ph.D., Indiana University

Mary Margaret Stewart² 1959-

Graeff Professor of English
A.B., Monmouth College (Illinois);
Ph.D., Indiana University

Peter Stitt 1986-

Professor of English, Editor of *The Gettysburg Review*
B.A., M.A., University of Minnesota;
Ph.D., University of North Carolina at Chapel Hill

Amie Godman Tannenbaum 1968-

Associate Professor of French,
Department Chairperson
A.B., Hood College; M.A., The George Washington
University; Ph.D., University of Maryland

Donald G. Tannenbaum² 1966-

Associate Professor of Political Science
B.B.A., M.A., City College of the City University of
New York; Ph.D., New York University

C. Kerr Thompson 1985-

Professor of Spanish
B.A., Davidson College;
M.A., Ph.D., Louisiana State University

Rodney S. Tosten 1989-

Assistant Professor of Mathematics and Computer
Science, B.A., Gettysburg College; M.S., West Virginia
University; Ph.D., George Mason University

Kay B. Tracy 1990-

Assistant Professor of Management
B.S., University of Southwestern Louisiana;
M.B.A., Drury College;
Ph.D., University of Maryland, College Park

Amelia M. Trevelyan 1985-

Associate Professor of Art, Department Chairperson
B.A., M.A., University of Michigan;
Ph.D., University of California, Los Angeles

Robert H. Trone 1956-

Associate Professor of Religion
B.A., Gettysburg College; B.D., Yale Divinity School;
M.A., Ph.D., The Catholic University of America

Noriko Tsuboi 1993-

Instructor in Japanese
B.A., Dokkyo University;
B.A., M.A., University of Oregon

Orit E. Tykocinski 1991-

Assistant Professor of Psychology
B.A., B.A., M.A., Tel-Aviv University (Israel);
Ph.D., New York University

Miguel Vinuela³ 1988-

Assistant Professor of Spanish
B.A., M.A., California State University, Fresno;
Ph.D., University of California, Los Angeles

Elizabeth Richardson Viti 1984-

Associate Professor of French
B.A., Wake Forest University;
M.A., Middlebury College; Ph.D., New York University

Robert M. Viti 1971-

Professor of French
B.A., St. Peter's College; M.A., Ph.D., Duke University

Kerry S. Walters¹ 1985-

Associate Professor of Philosophy
B.A., University of North Carolina at Charlotte; M.A.,
Marquette University; Ph.D., University of Cincinnati

Charles Walton 1989-

Associate Professor of Management
B.S., Auburn University; M.A., East Tennessee State
University; Ph.D., Florida State University; CPA

Spring J. Walton 1989-

Assistant Professor of Management
B.S., University of Missouri; M.A., East Tennessee State
University; J.D., University of Maryland School of Law

Shirley A. Warshaw 1987-

Associate Professor of Political Science
B.A., M.G.A., University of Pennsylvania;
Ph.D., The Johns Hopkins University

T. Stephen Whitman 1993-

Assistant Professor of History
B.A., Michigan State University; M.S., Drexel
University; M.A., Ph.D., The Johns Hopkins University

Robert B. Winans 1987-

Associate Professor of English,
Chairperson of Interdepartmental Studies
B.A., Cornell University;
M.A., Ph.D., New York University

John R. Winkleman 1963-

Associate Professor of Biology
B.A., University of Illinois;
M.A., Ph.D., University of Michigan

Kent D. Yager 1986-

Associate Professor of Spanish
B.A., M.A., University of California, Santa Barbara;
Ph.D., University of New Mexico

Charles J. Zabrowski 1987-

Associate Professor of Classics
A.B., Canisius College; M.A., University of Toronto;
Ph.D., Fordham University

Robert F. Zellner 1968-

Professor of Music, Department Chairperson
B.S., West Chester University of Pennsylvania;
M.A., Lehigh University

Maria Zielina 1991-

Assistant Professor of Spanish
B.A., California Lutheran University;
M.A., Ph.D., University of California, Santa Barbara

Other Instructional and Administrative Personnel (1993-94 Academic Year)

Dennis R. Aebersold

Adjunct Professor of Physics
B.S., Occidental College; Ph.D., Brown University

Andrea M. Allen

Assistant Professor of Sociology and Anthropology
B.S., Western Michigan University;
M.A., Ph.D., University of Kentucky

Norman L. Annis

Adjunct Professor of Art
B.A., University of Northern Iowa;
M.F.A., University of Iowa

Lois Armor

Adjunct Instructor in First Year Colloquy
B.A., Gettysburg College

Thomas L. Bachman

Part-time Assistant Women's Soccer Coach
B.S., West Chester University of Pennsylvania

Mary T. Baskerville

Adjunct Associate Professor in Interdepartmental
Studies and First Year Colloquy
B.A., Hunter College;
M.A., Ph.D., Columbia University

Garth Baxter

Adjunct Instructor in Music
B.A., Pepperdine University;
M.A., California State University, Northridge

Patricia A. Beedle

Adjunct Instructor in English
B.A., M.A., Creighton University

Roger Beitel

Graduate Assistant Football Coach
B.A., Lebanon Valley College

Brent C. Blair

Adjunct Instructor in Art
B.A., West Virginia University

Duane A. Botterbusch

Adjunct Assistant Professor of Music
B.S., Mansfield University of Pennsylvania;
M.M., West Chester University of Pennsylvania

¹ On leave, Fall semester 1994-95

² On leave, Spring semester 1994-95

³ On leave, Academic Year 1994-95

⁴ On leave from Department, Academic Year, 1994-95

⁵ On leave from Department, Spring semester, 1994-95

Teresa Bowers

Adjunct Assistant Professor of Music
B.M.E., Susquehanna University;
M.M., Ohio State University

Mary Jo Boylan

Laboratory Instructor in Chemistry
B.S., Allegheny College

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Teaching Assistant in French
B.A. (2); M.A. (2), University of Rennes, France

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Adjunct Instructor in Religion
B.A., Bucknell University; M.Div., Eastern Baptist
Theological Seminary; M.Th., Princeton Theological
Seminary; M.Ph., Drew University

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B.A., Gettysburg College;
M.F., Old Dominion University

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M.F.A., University of Iowa

P. Richard Cooper

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M.Ed., Western Maryland College

Casey Counsellor

Co-Head Golf Coach

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Ingenieur, E.S.I., Marseille; D.E.A., Universite de
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ABD, University of Pittsburgh

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M.A., Morgan State University

Dean F. Duncan

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B.S., Gettysburg College

Carol L. Egan

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B.A., Gettysburg College; M.A., New York University;
M.B.A., The Wharton School, University of Pennsylvania

Beth Elbon

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Janet Eline

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Doctorate, Universite de Grenoble

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Liliane P. Floge

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and Anthropology
B.A., The City College of New York;
M. Phil., Ph.D., Columbia University

Josephine Freund

Chapel Organist

I. Birgitte Ginge

Adjunct Assistant Professor of Classics
B.S., B.A., Ph.D., Odense University, Denmark

Lisa I. Gregory

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Katinka Grube

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M.A., Kiel University

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B.F.A., Wayne State University

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M.A., The Johns Hopkins University

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B.A., Pennsylvania State University

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B.S., University of Rochester

Daniel Kilday

Assistant Men's Soccer/Assistant Women's
Lacrosse Coach
B.S., Plymouth State College

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B.S., University of Maryland;
M.S., Mansfield University of Pennsylvania;
D.Ed., The Pennsylvania State University

Paul A. Love

Adjunct Assistant Professor of English
B.A., M.A., Ph.D., University of California, Los Angeles

Patricia A. Melton

Part-time Cheerleading Advisor/Coach

Gail Milgram

Adjunct Instructor in Religion
B.A., University of Pennsylvania; MSW, Wurzweiler
School of Social Work, Yeshiva University; Rabbinical
Ordination, Reconstructionist Rabbinical College

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Acting Director of Field Experiences in Education;
B.S., Shippensburg University of Pennsylvania;
M.Ed., The Pennsylvania State University

Dorothy C. Moore

Adjunct Instructor in Spanish
B.A., M.A., California State University-Fresno

Stephen R. Moore

Laboratory Instructor in Physics
B.A., Gettysburg College

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B.S., University of Notre Dame;
M.S., Georgetown University

Yukiko Niiro

Adjunct Instructor in Mathematics and
Computer Science
B.B.A., M.B.A., University of Hawaii

Robert C. Nordvall

Lecturer in Interdepartmental Studies and
First Year Colloquy
B.A., DePauw University; J.D., Harvard Law School;
Ed.D., Indiana University

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Teaching Assistant in Japanese
B.A., Kansai Gaidai University

James Page

Part-time Assistant Football Coach
B.A., Susquehanna University

David Petrie

Adjunct Instructor in Health and Physical Education
B.A., Gettysburg College; M.S., University of Delaware

William H. Pfitzinger

Part-Time Head Women's Tennis Coach
B.S., Roanoke College

Elmer Plischke

Associate Fellow in Political Science
Ph.B., Marquette University; M.A., American University;
Ph.D., Clark University

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Studies
B.A., Bucknell University; M.A., University of
Michigan; M.A., Ph.D., University of Wisconsin

Phyllis Price

Laboratory Instructor in Biology
B.A., Gettysburg College

Leslie A. Przybylek

Adjunct Instructor in Art
B.A., Gettysburg College

Jerome Radosh

Adjunct Assistant Professor of Management
B.S., The Pennsylvania State University;
J.D., The Catholic University of America;
M.A., Mount Saint Mary's College

Kim Rain

Part-Time Assistant Volleyball Coach
B.A., Gettysburg College

James G. Ramos

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B.S., M.Ed., The Pennsylvania State University

Camilla Rawleigh

Part-time Assistant Swimming Coach
B.A., University of North Carolina, Chapel Hill

Alden H. Reese

Laboratory Instructor in Biology
A.B., Hood College

Lee P. Rentzel

Part-Time Assistant Baseball Coach
B.S., The Pennsylvania State University;
M.A., Western Maryland College

Vanessa Parker Rickert

Adjunct Instructor in Music
B.A., The Pennsylvania State University;
M.M., Peabody Institute of Johns Hopkins University

Charles Saltzman

Adjunct Instructor in English
A.B., Harvard College;
M.A.T., Harvard Graduate School of Education

Michael Sanders

Part-time Assistant Sports Information Director
B.A., The Pennsylvania State University

Theodore J. Sawchuck

Part-Time Assistant Football Coach
B.S., University of Akron

John Schmid

Assistant Football/Assistant Track & Field Coach
B.S., Ursinus College

Purvi Shah

Adjunct Instructor in Education
B.A., M.A., University of Bombay;
M.A. (2), University of Delaware

Aubrey L. Shenk

Part-time Assistant Cross Country Coach
B.A., Juniata College

Gregory P. Shook

Adjunct Instructor in Music
B.M., University of Maryland at College Park

Stephanie A. Slocum

Adjunct Instructor in Political Science
B.A., Bucknell University

Michael R. Spangler

Part-Time Assistant Track & Field Coach
B.A., Susquehanna University

Nancy Stemen

Adjunct Instructor in First Year Colloquy
B.S., Millersville University;
M.A., University of Delaware

Barbara Streeter

Part-time Assistant Campus Recreation Director/
Part-time Assistant Field Hockey Coach
B.A., Lebanon Valley College

Ray Swartz

Part-time Assistant Wrestling Coach

Macarena Valdes

Teaching Assistant in Spanish
Graduate of Escuela Profesional Albaydar, Seville, Spain

Sylvia S. Van Arsdale

Director of Field Experiences and Adjunct Instructor
in Education
B.S., Millersville University of Pennsylvania;
M.Ed., Antioch Graduate School of Education

Gregory T. Vogel

Part-time Assistant Men's Soccer Coach
B.A., Alfred University

Stephani J. Voss

Adjunct Instructor in Health and Physical Education

Donald A. Walz

Laboratory Instructor in Physics
B.A., Ursinus College

Todd Wawrousek

Part-Time Head Women's Soccer Coach
B.S., Millersville University of Pennsylvania;
M.A., Alfred University

Dexter N. Weikel

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B.S., Susquehanna University; M.A., The Pennsylvania
State University; D.M.A., Peabody Conservatory of
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Annabelle S. Wenzke

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M.A., Ph.D., The Pennsylvania State University

Jerold Wikoff

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Frank B. Williams

Adjunct Associate Professor of Education
B.A., M.A.T., Wesleyan University;
Ed.D., University of Pennsylvania

Helen J. Winkelmann

Laboratory Instructor in Biology
B.A., Notre Dame College of Staten Island;
M.S., University of Michigan

John Winship

Adjunct Instructor in Art
B.A., Middlebury College

Petra S. Wirth

Adjunct Assistant Professor of Spanish
B.A., Old Dominion University;
M.A., Ph.D., University of North Carolina, Chapel Hill

Lisa Wood

Part-time Assistant Field Hockey Coach
B.S., Earlham College

Cindy T. Wright

Campus Recreation Director
B.S., State University of New York at Cortland;
M.S., University of Utah

David Yoder

Graduate Assistant Men's Basketball Coach
B.S., Moravian College

Jo Ann K. Zeman

Laboratory Instructor in Biology
B.A., Western Maryland College

GETTYSBURG COLLEGE
Office of the Provost
Calendar for 1994-95

FALL SEMESTER, 1994

August 25-28, Thursday-Sunday	Orientation and registration
August 29, Monday	Classes begin
October 7, Friday	Fall Honors Day
October 7-9, Friday-Sunday	Fall Family Weekend
October 15, Saturday	Alumni Homecoming
October 19, Wednesday	Mid-semester reports
October 24-25, Monday-Tuesday	Reading days
November 22, Tuesday at 5:00 p.m.	Thanksgiving break begins
November 28, Monday at 8:00 a.m.	Thanksgiving break ends
December 9, Friday	Last day of classes
December 10, Saturday	Reading day
December 11-17, Sunday-Saturday	Final examinations

SPRING SEMESTER, 1995

January 15, Sunday	Registration
January 16, Monday	Classes begin
March 7, Tuesday	Mid-semester reports
March 8, Wednesday at 5:00 p.m.	Spring recess begins (Follow Friday schedule)
March 20, Monday at 8:00 a.m.	Spring recess ends
April 13, Thursday at 5:00 p.m.	Easter recess begins
April 18, Tuesday at 8:00 a.m.	Easter recess ends
April 22, Saturday	Get Acquainted Day (Follow Thursday schedule)
May 2, Tuesday	Last day of classes (Follow Friday schedule)
May 4, Thursday	Reading Day
May 5, Friday	Final examinations
May 6-13, Saturday-Saturday, noon	Spring Honors Day
May 19, Friday	Baccalaureate and Commencement
May 21, Sunday	Alumni Weekend
June 2-4, Friday-Sunday	

Religious Holidays to Remember:

Monday, September 5 at sundown –	
Wednesday, September 7 at sundown	Rosh Hashanah
Wednesday, September 14 at sundown –	
Thursday, September 15 at sundown	Yom Kippur
Wednesday, March 1	Ash Wednesday
Friday, April 14 at sundown	Passover begins

Statistical Summary

Students in College

1993 Full-Time Enrollment

Fall Semester

	M	W	Total
Senior	252	248	500
Senior	227	232	459
Junior	253	239	492
Sophomore	254	276	530
First Year	268	330	598
	1002	1077	2079

The above enrollment includes 135 students who were studying off campus.

Geographic Distribution Matriculated Students

1993 Fall Semester

	Number Of Students	Percent
Pennsylvania	576	27.6
New Jersey	416	19.9
New York	255	12.2
Connecticut	222	10.7
Maryland	166	8.0
Massachusetts	107	5.1
Virginia	62	2.9
New Hampshire	30	1.5
Delaware	29	1.4
Florida	25	1.2
Ohio	21	1.0
Other States	130	6.2
International (34 countries)	48	2.3
	2087	100.0

Student Retention

Of the students who entered Gettysburg College as first year students in September 1989, 74.3% received their degree within four years; an additional 3.6% of the class continued at Gettysburg. Twenty-four students (4.1% of the class) were required to withdraw from Gettysburg for academic or disciplinary reasons. Of the students who entered Gettysburg College as first year students in September, 1987, 79% received their degree within six years. This compares very favorably with the national graduation average of 48%.

Endowment Funds

Gettysburg College has benefitted over the years and continues to benefit from the income of funds contributed to the College's Endowment. Income from unrestricted endowment funds may be used for the general purpose of the College or for any special purposes; income from restricted endowment funds is used solely for the purpose specified by the donor. The generous support of the donors listed below has been vital to the continuing success of the College.

(Unrestricted)

Allhouse Family Endowment Fund: In honor of William Craig Allhouse (1981) and Mrs. Catherine Reaser Allhouse (1924), and in memory of William Kenneth Allhouse (1925) and Richard Reaser Allhouse (1950).

Alumni Memorial Endowment Fund

Jackson Anderson (1977) and Laurene Anderson (1977)

E. W. Baker Estate

Frank D. Baker

Robert J. Barkley Estate

Charles Bender Trust

Fay S. Benedict Memorial Fund

H. Melvin Binkley Estate

Margarethe A. Brinkman Estate

H. Brua Campbell Estate

Dr. John Chelenden Fund (1928) in honor of

John B. Zinn (1909)

Class of 1919 Fund

Class of 1926, 60th Reunion Fund

Class of 1971 Fund

Louise Cuthbertson: In memory of Arthur Herring,

Anna Wiener Herring and Louise Cuthbertson.

Charles W. Diehl, Jr. (1929)

Harold Sheely Diehl Estate

Faculty and Staff Memorial Endowment Fund

Robert G. Fluhrer (1912)

The Ford Foundation

Walter B. Freed Estate

Owen Fries Estate

Richard V. Gardiner Memorial Fund

The Garman Fund: A perpetual family memorial.

The Gettysburg Times

Mamie Ragan Getty Fund

Frank Gilbert

Margant E. Giles

Ralph and Katherine M. Gresh

James H. Gross Estate

William D. Hartshorne Estate

George G. Hatter (1911)

Adam Hazlett (1910)

J. Kermit Hereter Trust
Ralph E. Heusner Estate
Joseph H. Himes (1910)
Marion Huey
John E. Jacobsen Family Endowment Fund
Bryan E. Keller Estate
Edmund Keller Estate
Caroline C. Knox
William J. Knox (1910)
Frank H. Kramer (1914) and Mrs. Kramer
Harris Lee Estate
Ralph D. Linderman Memorial Fund
The Richard Lewis Lloyd Fund in Memory of
Arthur C. Carty
Robert T. McClarin Estate
Ralph McCreary Estate
James MacFarlane Fund, Class of 1837
Dana and Elizabeth Manners Memorial
J. Clyde Markel (1900) and Caroline O. Markel
Robert T. Marks
Fred G. Masters (1904)
Ralph Mease Estate
A.L. Mathias (1926)
John H. Mickely (1928): In memory of his brother
William Blocher Mickely.
Alice Miller
Thomas Z. Minehart (1894)
Ruth G. Moyer Estate, Professor's Endowment Fund
Bernice Baker Musser
Helen Overmiller
Ivy L. Palmer
Joseph Parment Company
Floyd & Eva Peterson
Andrew H. Phelps
C. Lawrence Rebuck
Mary Hart Rinn
Carroll W. Royston Estate
Sarah Ellen Sanders
Robert and Helene Schubauer Estate
Anna D. Seaman
A. Richard Shay (1928)
Paul R. Sheffer (1918)
Herbert Shimer (1896)
Robert O. Sinclair
Albert T. Smith Memorial Fund
James Milton Smith Fund
Anna K. and Harry L. Snyder
Mary Heilman Spangler
Harvey W. Strayer
Leah Tipton Taylor Estate
Veronica K. Tollner Estate
Vera and Paul Wagner Fund

Walter G. Warner Memorial Fund (by Bergliot J. Wagner)
Leona S. & L. Ray Weaver Memorial Fund
Richard C. Wetzel
Jack Lyter Williams (1951) Memorial Fund
Alice D. Wrather
Romaine H. Yagel Trust
George L. Yocum Memorial Fund
John and Caroline Yordy Memorial Fund

(Restricted)

Edward and Patricia Anderson Loan Fund: The interest from this endowed account will be used to establish a new Student Loan Fund.

Conrad Christian Arensberg Memorial Fund: A fund established in 1948 by Francis Louis Arensberg in memory of his father, a Union veteran, for the purchase of Civil War books and materials.

Florence Arensberg Conservation/Restoration Fund: A fund established to restore works of art and historic objects.

Athletic Endowment: A fund established for the athletic department to be used for discretionary purposes.

The Rev. Peter C. Bell Memorial Lectureship Fund: A fund for the establishment of a lectureship on the claims of the gospel on college men.

Bickle Endowment Fund: A fund to support debating, established in 1925 to honor Dr. Philip Bickle (1866), Dean of Gettysburg College, 1889-1925.

Joseph Bittinger: Chair of Political Science.

Lydia Bittinger: Chair of History.

Joseph and Lydia Bittinger Memorial Fund: A fund established to support the needs of the history and political science departments.

Blavatt Family Lecturship: A fund to establish the Blavatt Family Lecture Series in Political Science.

Robert Bloom Fund: For Civil War Institute.

Mr. & Mrs. Thomas Citron: A fund established by Mr. & Mrs. Thomas Citron (1947) to endow insurance on a 1934 oil painting by Minna Citron.

Class of 1911 Memorial Trust Fund: A fund established in 1961, on the fiftieth anniversary of the Class of 1911, to provide income for the purchase of books for the College library.

Class of 1925 Meritorious Service Award Foundation: To provide annual alumni awards for notable service rendered Alma Mater.

Thomas Y. Cooper Endowment: A bequest to Gettysburg College in support of its libraries: (a) for acquisitions in literature and American history, as a memorial to his parents, Dr. and Mrs. Moses Cooper; and (b) for the operating budget of the library.

A. Bruce Denny Fund: A fund in memory of A. Bruce Denny (1973), contributed by fellow students to purchase library books.

Luther P. Eisenhart Fund: A fund established for the use of emeriti faculty and widows of former members of the faculty in real need of assistance.

Eisenhower Memorial Celebration Fund: A fund established by the Eisenhower Society to support an appropriate ceremony in honor of President Eisenhower on or about his birthday on October 14 every year.

Harold G. Evans Chair in Eisenhower Leadership Studies: A fund established to foster an educational program in leadership.

Clyde E. and Sarah A Gerberich Endowment Fund: A fund established to support a series of lectures dedicated to the memory of Dr. Robert Fortenbaugh (1913). This fund is also supported by a matching gift from the Hewlett Foundation to support the Robert Fortenbaugh Memorial Lecture.

Gettysburg Review Fund: A fund established to provide annual support for the *Gettysburg Review*. A quarterly journal with a strong national following, *The Gettysburg Review* is published by Gettysburg College. Among its advisory and contributing editors are author and humorist Garrison Keillor; poets Richard Wilbur, Donald Hall, and Rita Dove; and novelist Ann Beattie. *The Gettysburg Review* received the awards for "Best Journal" and "Best Journal Design" from the Council of Editors of Learned Journals in 1988. Students serve the journal in a number of ways through internships, work-study, and volunteerism.

Russell P. Getz Memorial Fund: A fund established for the support of the music department.

Jean Landefeld Hanson Fund: A fund established in 1971 by family and friends of the late wife of former President C. Arnold Hanson, the income to be assigned to purposes related to the Chapel program determined by the Chaplain and the President of the College.

George Hatter Fund: The income from this restricted endowment fund will be transferred to principal for a period of 60 years. After 60 years, this fund will be closed and transferred to Unrestricted Endowment/Hatter Fund.

The John A. Hauser Executive-in-Residence Fund: A fund established by the family and friends of John A. Hauser and Gettysburg College, the income of which shall be used to support a business or governmental executive-in-residence for a limited period of time on an annual basis.

The Harry D. Holloway Memorial Fund: A fund to be used for purposes of keeping alive on the campus of Gettysburg College the Spirit of Abraham Lincoln.

Karl F. Irvin Trust Fund: A fund established from the corpus of this trust and treated as restricted endowment, paying the income to the Annual Fund in Mr. Irvin's name.

Japan Program Fund: This fund will be used by the Library Department to purchase library and instructional materials related to Japan.

William R. Kenan, Jr. Endowment Fund for Teaching Excellence: A fund established to support high quality and effective teaching.

Dr. and Mrs. Frank Kramer Oriental Art Fund: A fund to support and advance the study of East Asian art and related topics.

MNC Management Curriculum: A fund by the Maryland National Foundation to provide financial support for the Management Program.

Mansdorfer Chair in Chemistry: An endowed chair which provides funds for faculty salaries, research needs, payment for research assistants, and travel for conferences.

Dr. Amos S. and Barbara K. Musselman Art Endowment Fund: A fund to support and advance knowledge and appreciation of art at Gettysburg College.

Dr Amos S. and Barbara K. Musselman Chemistry Endowment Fund: A fund to support the chemistry program. The funds will be used primarily for the purchase of laboratory equipment and supplies.

Musselman Endowment For Music Workshop: A fund contributed by the Musselman Foundation to support workshops in music performance and seminars in music education.

Musselman Endowment For Theatre Arts: A fund contributed by the Musselman Foundation to support visits to the campus by individuals with expertise in the technical aspects of the theatre.

NEH Distinguished Teaching Professorship in the Humanities / Ed and Cindy Johnson: A fund established to provide salary enhancements, travel, library purchases, clerical support, and faculty replacement salaries for various instructional departments.

Musselman Endowment for Visiting Scientists: A fund contributed by the Musselman Foundation to support visits by scientists to the College.

NEH Fluhrer-Civil War Chair: Contributed by the National Endowment for the Humanities and the Robert Fluhrer estate to establish a Civil War Chair in the history department.

NEH Fund for Faculty and Curriculum Development in the Humanities: A fund established by a Challenge Grant from the National Endowment for the Humanities to promote high quality work in the humanities through faculty and curriculum development activity of particular merit. This fund is part of the larger Institutional Fund for Self-Renewal.

NEH Senior Scholars' Seminar: A fund established to support the Senior Scholars' Seminar from the National Endowment for the Humanities.

One in a Mission Program Fund: An appeal throughout the Central Pennsylvania Synod to provide additional endowment funds to enhance the church-related mission of the College.

Edred J. and Ruth Pennell Trust Foundation: A fund to be used to purchase new materials in the fields of political science, management, and economics.

Political Science Research/Development: A fund established by Elmer Plischke to assist faculty in the political science department in research activities.

Paul H. Rhoads Teaching and Professional Development Fund: A fund established by Paul H. Rhoads, Gettysburg College, and others, the income from which provides named awards to support scholarly research, professional development, or the improvement of undergraduate instruction by Gettysburg College faculty.

Norman F. Richardson Memorial Lectureship Fund: A fund which will support each year an event which stimulates reflection on interdisciplinary studies, world civilization, the philosophy of religion, values, and culture.

Steven Riggs Music Endowment: This fund will provide a stipend for voice lessons.

Henry M. Scharf Lecture Fund: A fund contributed by Dr. F. William Sunderman (1919) in memory of Henry M. Scharf, (1925), to establish a lectureship on current affairs.

Louis and Claudia Schatanoff Library Fund: A fund used for the purpose of purchasing books and other publications for the chemistry library at Gettysburg College.

Henry M Scharf Lecture Fund: A fund which will support Dr. F. William Sunderman (1919) in memory of Henry M. Scharf, (1925), to establish a lectureship on current affairs.

Jack Shand Psychology Research Fund: This fund will provide annual income for the financial support of senior students registered for Psychology Department Honors Research.

James A. Singmaster (1898) Fund for Chemistry: A fund established in 1967 by Mrs. James A. Singmaster in memory of her husband for the purchase of library materials in chemistry, or in areas related thereto.

Dr. Kenneth L. Smoke Memorial Trust Fund: A fund created in 1971 to honor the man who in 1946 established the department of psychology at Gettysburg College and served as its chairman until his death in 1970. The annual income is used in part by the College library to purchase library resources in the field of psychology and in part by the psychology department for special departmental needs.

Stoever Alcove Fund: A fund established by Laura M. Stoever for the support of the library.

J. H. W. Stuckenberg Memorial Lectureship: A bequest from Mary G. Stuckenberg in memory of her husband to sponsor lectures in the general area of social ethics.

The Sunderman Chamber Music Foundation of Gettysburg College: A fund established by F. William Sunderman 1919 to stimulate and further the interest in chamber music at Gettysburg College through the sponsorship of chamber music concerts.

Waltemyer Seminar Room Fund: A fund established by Carroll W. Royston (1934) and the family and friends of Dr. William C. Waltemyer (1913), former head of the Bible department at the College, to provide furnishings for and to maintain the library in a seminar room in his memory.

Steve Warner Trust Fund: This fund will be used for the purpose of expenditures for books, periodicals, microfilm, etc. in the area of Asian Studies for the Musselman Library; to care for and maintain those purchased materials and the Stephen H. Warner papers maintained in Musselman Library's Special Collection at the College and to support publications derived from the Collection. The College Librarian will be responsible for the expending of the fund's income and will solicit the advise of the Chair of the Department of History and Special Collections' Librarian in establishing priorities.

Donald K. Weiser Book Acquisition Fund: A fund established in honor of Donald K. Weiser (1924) for the purchase of library books in the field of insurance, management, and business administration.

Woman's League Fund for Upkeep and Repair of the YMCA Building (Weidensall Hall): An endowment bequest of Louisa Paulus.

Dr. and Mrs. Jeremiah Zimmerman Fund: A fund established in 1931 by Dr. Jeremiah Zimmerman (1873), from a bequest of Mrs. Zimmerman, who died in 1930, to create an endowment in support of the annual operating budget of the library.

John B. Zinn Memorial Fund in Admissions: A fund established in honor of John B. Zinn by friends and former students to support admissions efforts in fields associated with the healing arts.

John B. Zinn President Discretionary Institutional and Faculty Institutional Development Fund: A fund established to provide support for research and professional development by Gettysburg College faculty and staff; to support new or experimental academic programs and also to support professional development and research for professors in fields associated with the healing arts.

SPRING 1990

Gettysburg

The Gettysburg Review



A quarterly journal with a strong national following, *The Gettysburg Review* is published by Gettysburg College. Among its advisory and contributing editors are author and humorist Garrison Keillor; poets Richard Wilbur, Donald Hall, and Rita Dove; and novelist Ann Beattie. *The Gettysburg Review* received the awards for "Best New Journal" and "Best Journal Design" from the Council of Editors of Learned Journals in 1988. Students serve the journal in a number of ways through internships, work-study, and volunteerism.



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Advisers and Coordinators of Special Programs at Gettysburg College*

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Dean of Intercultural Advancement

Affirmative Action/Title IX

Coordinator/Sexual Harassment Officer

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Contact Person for the United Nations' Semester

G. Ronald Couchman, *Registrar*

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Coordinator of Dual-Degree Program in Engineering

David J. Cowan, *Department of Physics*

Coordinator of Dual-Degree Program in Forestry and Environmental Studies

A. Ralph Cavaliere, *Department of Biology*

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A. Ralph Cavaliere, *Department of Biology*

Coordinator of Dual-Degree Program in Optometry

A. Ralph Cavaliere, *Department of Biology*

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Foreign Student Adviser and Foreign Study Adviser

Marilyn Hubbard, *Adjunct Instructor in Spanish/*
Coordinator of Off-Campus Studies and International
Student Affairs

Handicapped Students and Employees

Coordinator of Access Policies

Liliane P. Floge, *Assistant Provost*

Internship Coordinator for Management

Judy Hull, *Staff Director of Internships, Management*

Prehealth Professions Adviser

Robert C. Nordvall, *Acting Dean of First Year Students*

Prelaw Adviser

C. Spring Walton, *Department of Management*

*See also section Listing for Correspondence on next page.

Listing for Correspondence*

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Admissions

Delwin K. Gustafson, *Dean of Admissions*

Alumni Affairs

Jean S. LeGroß, *Director of Alumni Relations*

Accounting

Katherine McGraw, *Controller*

Career Services

Deborah M. Wailes, *Director of Career Services*

Church Relations

Nadine F. Lehr, *Chaplain*

College Relations

Lex O. McMillan, III, *Vice President for College Relations*

Counseling Services

William H. Jones, *Coordinator of Counseling*

Financial Aid

Ronald L. Shunk, *Director of Financial Aid*

General College Policy and Information

William T. Walker, Jr., *Director of Public Relations*

Health, Physical Education, and Athletics

Charles W. Winters, *Director of Athletics*

Library

Willis M. Hubbard, *Librarian*

Public Relations

William T. Walker, Jr., *Director of Public Relations*

Records and Transcripts

G. Ronald Couchman, *Registrar*

Student Accounts

Katherine McGraw, *Controller*

Student Affairs

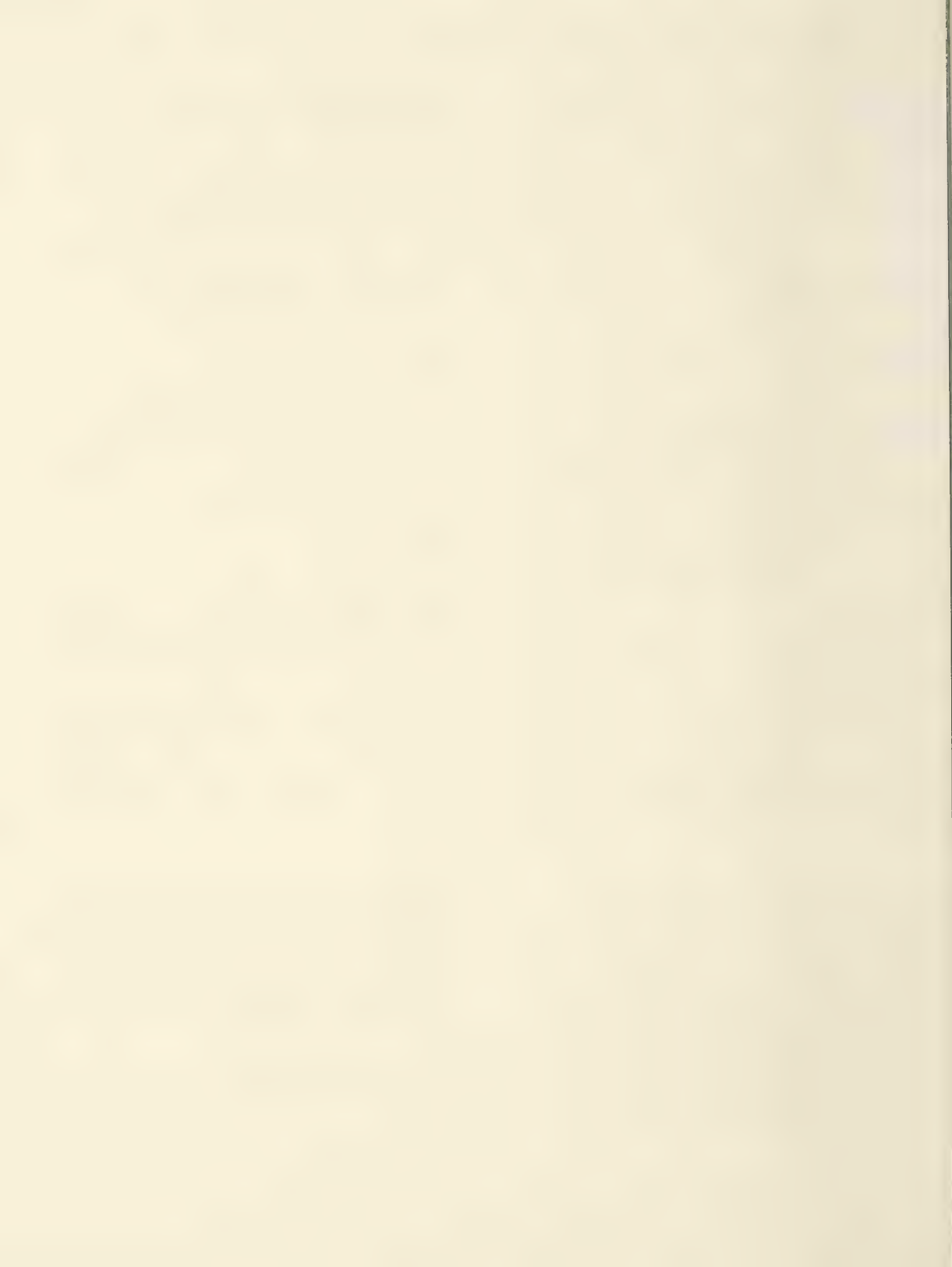
Julie L. Ramsey, *Dean of the College*

*See also section Advisers and Coordinators of Special Programs at Gettysburg College on the prior page.

It is the policy of Gettysburg College not to discriminate improperly against any matriculated student, employee or prospective employee on account of age, race, color, religion, ethnic or national origin, gender, sexual orientation, or being defferently abled. Such policy is in compliance with the requirements of Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Rehabilitation Act of 1973, and all other applicable federal, state, and local statutes, ordinances, and regulations. Inquiries concerning

the application of any of these laws may be directed to the Affirmative Action Officer at the College or to the Director of the Office for Civil Rights, Department of Education, Washington, D.C. for laws, such as Title IX of the Education Amendments of 1972 and the Rehabilitation Act of 1973, administered by that department.

Gettysburg College is accredited by the Middle States Association of Colleges and Secondary Schools.



GETTYSBURG

Entered as Second Class Matter at the
Post Office at Gettysburg, Pennsylvania
JF325
USPS 218-120

GETTYSBURG



Gettysburg

College

Gettysburg,

Pennsylvania

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GETTYSBURG April 1995:
Volume 86 Number 2

GETTYSBURG (USPS 218-120/
ISSN 0899-6792) is published
four times a year in September,
January, April and June by
Gettysburg College, Gettysburg,
PA 17325. Second class postage
paid at Gettysburg, PA.

POSTMASTER: Send address
changes to Gettysburg, Office
of Public Relations, Gettysburg
College, Gettysburg, PA 17325-
1486.

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Gettysburg College: A heritage of excellence

Gettysburg College was chartered in 1832 during a time in early nineteenth-century America when many of the nation's strongest liberal arts colleges were founded. Today, Gettysburg boldly reaffirms its long standing commitment to the liberal arts and sciences. The curriculum is superbly structured to impart a broad humanistic vision; intellectual skills; critical, creative and global thinking ability; an understanding of technology; and an appreciation for the interrelatedness of knowledge. At Gettysburg, you will find an environment that encourages both academic and personal growth, a highly qualified and dedicated faculty, and a diversified curriculum that offers challenge, opportunity, and excitement.

All of the roads leading to Gettysburg College, in the historic town of Gettysburg, Pennsylvania, cross the site of the famous Civil War Battle of Gettysburg. During those three hot July days, fighting occurred on the fields and ridges within sight of the College campus. At that time, Pennsylvania Hall (now the College administration building and listed in the National Register of Historic Places) served as a hospital for both Union and Confederate soldiers. It was from this building that Gettysburg students marched to hear Abraham Lincoln give his immortal address on November 19, 1863.

Today, Gettysburg College borders a 3,865-acre National Park and lies three blocks from the center of town. Because of its historic significance, beautiful countryside, and easy access from nearby cities, the town of Gettysburg welcomes over one-and-a-half million visitors annually from all over the world. Consequently, it offers numerous attractions, shops, restaurants, and lodging facilities that one would not expect to find in a small town - even a college town.

The College, like the town of which it is a part, has grown since its Civil War days. It now has a 200-acre campus with over 60 buildings and 2,000 students.



At Gettysburg College, we believe that a liberal arts and sciences education liberates the minds of students so that they can better respond to the challenges of a changing world. We take great pride in graduating young women and men who have character as well as intellect; who are willing and able to assume leadership responsibilities; who will think globally, deeply and creatively; who can communicate effectively, and who have the necessary skills to make substantial contributions to society.

A well-rounded academic curriculum has many facets: the humanities, the social sciences, the fine arts, the sciences. As the world around us becomes more technologically advanced, we must prepare our students to deal with those changes by providing the proper tools and training. At Gettysburg, we recognize the need for academic diversity, and thus, computing is an important part of a student's everyday life. Computers are utilized across the disciplines for a variety of tasks including word processing, statistical analysis, graphics, and electronic mail. Student research projects are greatly enhanced by access to the Internet, Mosaic, and the Cornell Super Computer center.

Although training for specific jobs is not seen as a primary function of a liberal arts education, Gettysburg does not ignore your appropriate concern about careers. The College offers a comprehensive career services program, teacher preparation and certification, advisory services for prelaw and premedical students, internship opportunities, and concentration in a major field as preparation either for graduate or professional schools, or for work in a variety of professions including research, business, industry, government, social services, and education.



The academic programs at Gettysburg provide you with a broad range of intellectual experiences and the individual attention you need to make the best use of those experiences. One of the advantages of an education at Gettysburg is the availability of small classes, especially in more advanced courses. A student/faculty ratio of 12:1 and an average class size of 20-25 students help to assure close relationships between you and your professors.

You may select a major field of study in: anthropology/sociology, art, art history, biology, biochemistry and molecular biology, chemistry, classical studies, computer science, economics, English, French, German, Greek, health and exercise sciences, history, Latin, management, mathematics, music, music education, philosophy, physics, political science, psychology, religion, sociology, Spanish, theater arts and women's studies. Area studies and special programs are

available in African-American studies; American studies; Asian studies; environmental studies; global studies; international affairs; Japanese Studies; Latin-American studies; law, ethics and society; and Medieval and Renaissance studies.

Gettysburg lets you take much of the responsibility for selecting an academic program that meets your needs and interests. If you want to concentrate your academic program on a particular area of emphasis which involves courses in several different departments, you may design your own major. A special major can cover broad areas such as international studies, or it can focus on a specific topic such as community planning and administration. Double majors and minors are also available.

The College's distribution requirements ensure your acquaintance with several broad areas of study. After you select a major, ample opportunity is provided for electives in fields of your choice.

You will have a faculty adviser to assist you in planning your academic program. Academic counseling is available, as is counseling for nonacademic personal matters. Gettysburg wants you to succeed, and the faculty and staff are dedicated to that principle.

Through membership in the Central Pennsylvania Consortium (with Dickinson and Franklin & Marshall Colleges) and through other off-campus and cooperative or dual-degree programs, Gettysburg offers you academic opportunities beyond its campus. Off-campus programs include the following: Washington Semester programs with American University in government and politics, economic policy, foreign policy, peace and conflict resolution, public administration, justice, urban studies, journalism, art and architecture, arts and humanities; the Lutheran College Washington Semester; the United Nations Semester; and cooperative programs in marine biology with Duke University Marine Laboratory and the Bermuda Biological Station. Many students study internationally under our popular study abroad program; an extensive variety of affiliated and non-affiliated programs is available.

Gettysburg has dual-degree programs in engineering with Columbia University, Rensselaer Polytechnic Institute and Washington University in St. Louis;

in nursing with Johns Hopkins University; in optometry with the Pennsylvania College of Optometry, and in forestry and environmental studies with Duke University. Under all of these programs a student begins her or his college career at Gettysburg and completes it at the cooperating university, earning degrees from both institutions. In

addition, an early acceptance program leading to a Master's degree in Physical Therapy from Hahnemann University is available.

Gettysburg offers all of the courses necessary for you to enter the medical, dental, veterinary medicine or law school of your choice. Special advisers are



available to assist you in planning your curriculum and in applying to the appropriate professional schools.

Preparation for a career in teaching is offered through the teacher education program. You can become certified to teach in elementary education, music education, or in one of twelve different secondary education fields.

Outstanding professors are the very heart of Gettysburg's educational vision - a vision based on a firm commitment to individualized instruction which teaches values as well as communicates information. Through this type of educational program, Gettysburg is committed to broadly educating leaders who can make substantial contributions to their disciplines and to society.

Close intellectual relationships between faculty and students have long been a Gettysburg hallmark. Student/faculty interaction in small classes and on collaborative research projects provides Gettysburg students with an opportunity to enhance their intellectual, communication, and leadership skills. Gettysburg faculty members are well prepared to inspire achievement, for they themselves have established exceptional records of personal and professional accomplishment. Over

95% hold the doctoral degree or the terminal degree, and many publish books and articles in scholarly journals. These scholarly activities assure that faculty members keep up with and contribute to the latest developments in their fields.

Gettysburg's 200-acre campus provides excellent facilities for all aspects of college life. The center of the academic facilities is the Musselman Library, part of the Information Resources division.

Library collections include approximately 300,000 volumes, in addition to microforms, recordings (audio and video), and journals subscriptions. The automated library catalogue is accessible through computer terminals in the library or through any microcomputer connected to the campus network; other networked library catalogues and information resources from around the world are easily accessible and enhance research opportunities. The library seats 800 students, and contains a computer laboratory, a media theater, a graphics center, and a language laboratory.

Today, a college needs more than an excellent library; new instructional techniques must also be available. Gettysburg's computer center currently manages four multiprocessor Sun servers, a

microenvironment of over 1300 IBM and Apple microcomputers, 85 NeXT and 25 Sun workstations, and a campus-wide fiber optic backbone connecting academic buildings, administrative offices and each residence hall room. In addition, the College is connected to PREPnet which in turn provides full access to NREN, and the Internet. This wide area network allows the sharing of vast amounts of data, and



collaboration between students, faculty, and others at different institutions around the world.

Students have access to a modern language laboratory, a theater laboratory studio, an optics laboratory, a greenhouse, a plasma physics laboratory, an observatory with a 16-inch telescope, a planetarium, a Zeiss EM 109 transmission electron microscope, a JEOL T20 scanning electron microscope, a Fourier Nuclear Magnetic Resonance Spectrometer,

and a Fourier Transform Infrared Spectrometer. Hands-on use of all equipment is encouraged.

Eighteen residence halls (including theme halls, the residential college, special interest houses), and eleven fraternity houses provide you with many housing choices. Over 85% of the students live in College residences or fraternity houses. The College dining hall - the Camalier Center - provides meals on either a contract or occasional basis. The recently renovated College Union Building with its many features - including an Olympic-size swimming pool - is the center for student life.

Other recreational and athletic facilities include a student activities center, two gymnasiums, a fieldhouse, a stadium with a football field and quarter-mile all-weather track, a physical fitness trail, and eight additional outdoor athletic fields. Both indoor and outdoor tennis courts are available.

The health center is both a treatment and a resource center, offering you immediate care and educational services to help you make wise choices about your health. It is staffed by professional counselors, nurse practitioners, registered nurses, and family practice physicians.



Gettysburg provides extensive facilities for the fine and performing arts. Brua Hall accommodates a 250-seat playhouse with a thrust stage and state-of-the-art sound and lighting, and a laboratory theater/classroom featuring TV recording and monitoring equipment. Schmucker Hall houses the art and music departments, and contains studios, extensive gallery space, a sculpting studio, classrooms, and practice rooms, as well as an impressive 200-seat recital hall.

A full and diverse program of cultural, extracurricular, and religious activities is provided to enrich your personal and academic growth as well as to provide enjoyment and relaxation.

Responsibility and leadership is encouraged through student participation in a number of committees, clubs, and other organizations. Because Gettysburg is a residential college, the Student Life Council is particularly important; students play a vital role in the work of this council, which reviews the College's policies for

residential life and student conduct. An elected Student Senate is the main organization of student government. Students also play an important role in the Honor Commission, which administers the academic Honor Code, and the Student Conduct Review Board, which handles disciplinary cases within the student body.

Concerts, plays, and lectures occur daily. Student performing groups include the Gettysburg College Choir; the Chapel Choir; the College Marching, Symphonic, and Jazz Bands; the Gettysburg College/Community Chamber Orchestra; various ensembles; the Owl and Nightingale Players (which presents three major theatrical productions each year); the Laboratory Theater (which performs a dozen one-act plays); and Otherstage (which offers a variety of short theater pieces). The College Union Building (CUB) is the center of student activities on campus; many events such as concerts, lectures, films, and dances are held in the ballroom of the CUB. Also in the CUB is a nightclub and a snack bar that serve as informal meeting places for the campus.

Social events are also provided by fraternities and sororities. Gettysburg has eleven fraternities and five sororities, all of which are nationally affiliated.



Gettysburg College offers many departmental, professional and honorary societies. There are honorary fraternities or clubs for students in sixteen different academic areas. Gettysburg has a chapter of Phi Beta Kappa, the national academic honorary fraternity.

To keep you informed about happenings on campus, there is the student newspaper, *The Gettysburgian*; the student-operated FM radio station, WZBT; a monthly events calendar, and a weekly announcement bulletin, *This Week*

at Gettysburg. The newspaper and radio station offer opportunities to learn about all aspects of journalism and radio broadcasting. Other Gettysburg student publications include *The Spectrum* (the College yearbook), and *The Mercury*, a journal of student poems, short stories, photographs, and art work.

At Gettysburg, all students can participate in a supervised sport. Depending upon your athletic ability, you may choose to play on one of the 22 varsity teams, or to be part of an extensive campus recreation program. At the Division

III intercollegiate-level, the College is a member of the Centennial Conference, and enjoys well-balanced athletic rivalries with other conference teams.

The intercollegiate program for men includes football, soccer, basketball, swimming, wrestling, lacrosse, tennis, cross country, baseball, and track and field. The intercollegiate program for women includes field hockey, volleyball, cross country, basketball, soccer, swimming, lacrosse, softball, track and field, and tennis. The golf and cheerleading teams are open to both men and women.

The campus recreation program offers a large number of activities for the entire campus community. These activities include club ice hockey, aerobitone, water polo, club volleyball, a cycling club, karate, weight lifting, and a wide variety of intramural teams and other activities.

Student Life at Gettysburg is lively and diverse. There is one simple goal for all of the organized activities on campus - to enhance the full range of your liberal arts education.

After you take advantage of all that Gettysburg has to offer, you may wish to pursue further graduate study or enter your career field immediately. The career services office is available to provide you



with counseling, information, and the practical skills necessary for setting and achieving your future occupational goals. This office sponsors an organized alumni and parent networking program, maintains an extensive library that includes vocational and graduate school information, sponsors job and career fairs with other colleges, offers workshops on resume writing and effective interviewing, and hosts on-campus employment interviews with various companies. Its broad range of services can help you set and achieve the career goals that suit your particular skills, values, and aspirations.

Admission to Gettysburg is highly competitive. It is based upon high academic achievement in a strong college preparatory program, SAT or ACT results, and personal qualities. The College welcomes applications from students of differing ethnic, religious, racial, and economic backgrounds, and of differing geographic settings. If

Gettysburg is your first choice, you are encouraged to apply for Early Decision admission. Applications for Early Decision will be considered between November 15 and February 1 of the senior year with notification of acceptance between December 15 and February 15. Applications for Regular Decision admission are due no later than February 15 of your senior year. Offers of acceptance are usually sent early in April. The College complies with the candidates' reply date of May 1 for those students accepted under Regular Decision admission.

Total expenses covering comprehensive academic fee, health fee, room, board, and books and supplies are estimated at \$25,766 for the 1995-96 academic year. Additional costs include personal expenses such as laundry and clothing, transportation, etc. A generous program of financial aid is available for students who are unable to finance their entire education from

family and/or personal resources. Monthly payment plans are available to all students.

We understand how important your college choice is to you, and we want you to make a wise decision. For that reason, we invite you to visit Gettysburg as part of your college selection process. An interview and a campus tour is strongly recommended.

You can arrange an interview and a campus tour by calling the admissions office at (717) 337-6100 or 1-800-431-0803. During the academic year, the admissions office is open from 9:00 to 5:00 on weekdays and from 9:00 to 12:00 on Saturdays; summer hours are between 8:00 and 4:30 weekdays.

Gettysburg is a dynamic and distinctive college community. We look forward to welcoming you to campus.



Gettysburg-At-A-Glance

Type of College: Four-year, coeducational college of liberal arts and sciences founded in 1832.

Enrollment: About 2,000 students (approximately one-half are men and one-half are women), representing nearly 40 states and 35 foreign countries.

Location & Campus: Beautiful 200-acre campus with over 60 buildings. The College is adjacent to the Gettysburg National Park. Gettysburg, Pennsylvania is 36 miles from Harrisburg, 55 miles from Baltimore, 80 miles from Washington, D.C., 117 miles from Philadelphia, and 212 miles from New York City. Gettysburg College sponsors a van service to and from area transportation centers and area cities.

Academic Information:

Student/faculty ratio of 12:1 with an average class size of 20-25 students. Over 150 full-time faculty with over 95% of the permanent faculty having a doctorate or the highest earned degree in their fields. One of only 19 chapters of Phi Beta Kappa in Pennsylvania. Honorary or professional societies in 16 academic areas. Academic Honor Code in effect since 1957. Early semester calendar.

Degree Programs: Bachelor of arts, bachelor of science in music education, and biochemistry and

molecular biology, bachelor of arts or bachelor of science in biology, chemistry, applied mathematics, and physics.

Majors: Anthropology/sociology, art, art history, biochemistry and molecular biology, chemistry, classical studies, computer science, economics, English, French, German, Greek, health and exercise sciences, history, Latin, management, mathematics, music, music education, philosophy, physics, political science, psychology, religion, sociology and anthropology, Spanish, theatre arts, and women's studies. Double majors, special majors, and minors are available.



Area Studies and Special Programs: African-American studies; American studies; Asian studies; environmental studies; global studies/area studies; international affairs concentration; Japanese studies; Latin-American studies; law, ethics, and society; Medieval and Renaissance studies; summer study in Nicaragua.

Special Programs: Extensive study abroad programs; internships; Washington Semester (government and politics, economic policy, ethical issues and public affairs, foreign policy, public administration, justice, urban studies, journalism, art and architecture, arts and humanities); United Nations Semester; dual-degree programs in engineering, nursing, optometry, and forestry and environmental studies; cooperative program in marine biology; certification in elementary and secondary education; premedical and prelaw counseling. Cooperative college consortium with Dickinson and Franklin & Marshall Colleges.

Study Abroad: An extensive and popular program of international study is available through the off campus studies office. Affiliated programs include: Institute for American Universities, Aix-en-Provence, France; Institute for American Universities, Avignon, France; Cologne, Germany; Center for Cross Cultural Study, Seville, Spain; Instituto Universitario De Sevilla, Seville, Spain; The Center for Global Education, Cuernavaca, Mexico; Universidad de Guadalajara, Mexico; Universal, Cuernavaca, Mexico; Kansai Gaidai, Hirakata, Japan; Intercollegiate Center for Classical Studies, Rome Italy; College Year in Athens, Greece; Interdisciplinary Study

Abroad Program in England, London and the University of Essex; and any program sponsored by Dickinson or Franklin & Marshall Colleges. A wide variety of world-wide, non-affiliated programs are also popular. Programs are for either one semester, or a year; some summer programs are available.

Library: Musselman Library, part of the Information Resources division, is a full-service library combining traditional resources with computerized technology. All of Musselman's 350,000 volumes, 29,000 microforms, 30,000 recordings and subscriptions to nearly 1,500 journals, are locatable through the on-line catalogue, accessible from library terminals as well as from all microcomputers connected to the campus network. The College's network also provides access to networked library catalogues and information resources from around the world.

Computing Environment:

Computing facilities include full network capabilities in every campus building and every residence hall room. The network is served by four multi processor Sun servers including one transputer-equipped Sun for parallel processing work. Over 28 gigabytes of network storage underpin the ubiquitous microenvironment of 1300 IBM and Apple microcomputers, 85 advanced NeXT and 25 Sun

workstations. A wide area network connection to PREPnet provides access to NREN, Internet, the Pittsburgh Super Computer Center and the Cornell Super Computer Center.

Exceptional Facilities: State-of-the-art science facilities including two electron microscopes (transmission and scanning units), Fourier Transform Infrared and NMR Spectrometers, an optics laboratory, greenhouse, planetarium, observatory, and a plasma physics laboratory; extensive facilities for

fine arts, music, and drama; writing center; a comprehensive physical education complex; a career services office; College Union Building, and a student activities center; and a center for public service.

Cultural Activities: Nearly 1,200 cultural events within a four-year period. Full schedule of lectures, concerts, and plays, bringing to campus nationally known speakers and performers; an extensive film series; art exhibits; trips to nearby Washington, D.C. and Baltimore, MD to events of special interest.





Residence Halls: Over 85% of the student body lives on campus in eighteen residence halls, including special interest houses, theme residence halls, the Residential College/Living Learning Environment, and apartment complexes.

Student Activities: Student-operated FM radio station; yearbook; newspaper; literary magazine; full range of musical groups including two choirs, marching, symphonic and jazz bands, a college/community orchestra, and numerous ensembles; black student union; international student club; theatre groups; special interest groups; over 60 clubs and community service organizations; over 600 leadership positions; student activities Council (SAC) which sponsors a lively and diverse schedule of social and cultural events; eleven fraternities and five sororities, all nationally affiliated.

Athletics: All intercollegiate sports played at the Division III level within the Centennial Conference. Extensive intercollegiate programs with ten sports for men, ten sports for women, and two coeducational sports. The campus recreation office provides a wide array of intramural activities to satisfy various interests and levels of skill.

Student Government: Students assume the major role in planning student activities and in enforcing rules of responsible citizenship through the Student Senate, Student Life Council, Student Judiciary Review Board, Student Activities Council, and the Honor Commission.

Community Service: Available through the Center for Public Service. Programs include Service Learning Trips around the world, and community service locally. Community service programs include Adopt-A-Grandparent, Pet Facilitated Therapy, Outreach, Volunteers for Youth, CARE,

Tutoring, Habitat for Humanities, Circle K, Alpha Phi Omega, individualized community service opportunities through over 35 area social service agencies, and GIV Day. Over 500 students participate.

Student Services: Faculty advisers, academic and personal counseling, tutorial services, career counseling, financial aid counseling, health center.

Career Services: Available to students beginning with the first year. Comprehensive services include workshops on career and graduate school planning, job fairs, career days, an alumni network, career library, group sessions on all phases of the career planning process, and individual career counseling.

Religious Life: Lutheran related. Programs for students of all faiths coordinated through the College Chapel, including a Newman Association and a Hillel.

School Colors: Orange and blue.



Academic Purposes of Gettysburg College

The faculty of Gettysburg College has adopted the following statement of the College's academic purposes.

Gettysburg College believes that liberal education liberates the human mind from many of the constraints and limitations of its finiteness. In order to accomplish its liberating function, Gettysburg College believes that it owes its students a coherent curriculum that emphasizes the following elements:

1. Logical, precise thinking and clear use of language, both spoken and written. These inseparable abilities are essential to all the liberal arts. They are not only the practical skills on which liberal education depends but also, in their fullest possible development, the liberating goals toward which liberal education is directed.

2. Broad, diverse subject matter. The curriculum of the liberal arts college should acquaint students with the range and diversity of human customs, pursuits, ideas, values, and longings. This broad range of subject matter must be carefully planned to include emphasis on those landmarks of human achievement which have shaped the intellectual life of the present.

3. Rigorous introduction to the assumptions and methods of a representative variety of the academic disciplines in the sciences, the social sciences, and the humanities. The curriculum must encourage students to recognize that the disciplines are traditions of systematic inquiry, each not only addressing itself to a particular area of subject matter but also embodying an explicit set of assumptions about the world and employing particular methods of investigation. Students should recognize that the disciplines are best seen as sets of carefully constructed questions, continually interacting with each other, rather than as stable bodies of truth. The questions that most preoccupy academic disciplines involve interpretation and evaluation more often than fact. Students should learn that interpretation and evaluation are different from willful and arbitrary opinion while at the same time recognizing that interpretations and evaluations of the same body of facts may differ drastically given different assumptions, methods, and purposes for inquiry. Human thought is not often capable of reaching universal certitude.

This necessary emphasis of the College's curriculum is liberating in that it frees students from narrow provincialism and allows them to experience the joys and benefits of conscious intellectual strength and creativity.



Liberal education should free students from gross and unsophisticated blunders of thought. Once exposed to the diversity of reality and the complexity and arduousness of disciplined modes of inquiry, students will be less likely than before to engage in rash generalization, dogmatic assertion, and intolerant condemnation of the strange, the new, and the foreign. Students will tend to have a sense of human limitations, for no human mind can be a match for the world's immensity. Promoters of universal panaceas will be suspected as the gap between human professions and human performance becomes apparent. Students will tend less than before to enshrine the values and customs of their own day as necessarily the finest fruits of human progress or to lament the failings of their time as the world's most intolerable evils.

But wise skepticism and a sense of human fallibility are not the only liberating effects of the liberal arts. With effort and, in all likelihood, some pain, students master difficult skills and broad areas of knowledge. They acquire, perhaps with unexpected joy, new interests and orientations. In short, they experience change and growth. Perhaps this experience is the most basic way the liberal arts liberate: through providing the experience of change and growth, they prepare students for lives of effective management of new situations and demands.

The liberal arts provide a basis for creative work. Creativity is rarely if ever the work of a mind unfamiliar with past achievements. Rather creativity is almost always the reformulation of, or conscious addition to, past achievement with which the creative mind is profoundly familiar. By encouraging students to become responsibly and articulately concerned with existing human achievement and existing means for extending and deepening human awareness, Gettysburg College believes that it is best to ensue the persistence of creativity.



The intellectual liberation made possible through liberal education, though immensely desirable, does not in itself guarantee the development of humane values and is therefore not the final purpose of liberal education. If permitted to become an end in itself, it may indeed become destructive. A major responsibility of those committed to liberal education, therefore, is to help students appreciate our common humanity in terms of such positive values as open-mindedness, personal responsibility, mutual respect, empathic understanding,

aesthetic sensibility, and playfulness. Through the expanding and diverse intellectual activities offered in liberal education, students may develop greater freedom of choice among attitudes based on a fuller appreciation of our common humanity, and based on clearer recognition of our immersion in a vast, enigmatic enterprise.

The faith of the founders of Gettysburg College expressed in the charter supports the foregoing statement of academic purposes. The open search to know, tempered by humane reflection, complements our religious heritage. Together, we hope to add useful initiative toward the creation of a world in which diversity is more challenging and interesting than it is fear-producing; a world in which one may hear the sad truths reported by cynics while hearing, too, tales of quiet courage, of grace, of beauty, of joy. Then the response to the inevitably dissonant experiences of living may be wiser as a function of liberal education. Of course, the development of wisdom remains an elusive aim. It involves realms of experience that go beyond the academic, and a time span that encompasses a lifetime. Nevertheless, liberal education can be profoundly useful in the search for the fullness of life.



The Honor Code

A liberal arts program has as a basic premise the ideal of academic integrity. Gettysburg students live and work in a college community which emphasizes their responsibility for helping to determine and enforce appropriately high standards of academic conduct.

An academic honor system was instituted at Gettysburg College in 1957 and was strongly reaffirmed in 1976 and 1992. It is based upon the belief that undergraduates are mature enough to act honorably in academic matters without faculty surveillance and that they should be encouraged to conduct themselves accordingly. At the same time the College clearly recognizes the obligation placed upon each student to assist in maintaining the atmosphere required for an honor system to succeed.

The Honor Pledge, reaffirmed on all academic work submitted, states that the student has neither given nor received unauthorized aid and that he or she has witnessed no such violation. The preservation of the atmosphere of independence permitted by the Honor Code is the responsibility of the community as a whole. Students must comply with the Honor Code both in presenting their own work and in reporting violations by others. Faculty will not evaluate students' academic work unless they have signed the Pledge. Students who would sign the Pledge with reservation should not apply for admission.

Alleged violations of the Honor Code are handled by an Honor Commission elected by the students. Decisions of the Commission may be appealed to a student-faculty-administrative board of review.

Curriculum

The major goals of the curriculum are set out in the "academic program" section of the College's Statement of Purpose on page 64 and in the longer statement of the Academic Purposes of the College on page 15.

The First Year Colloquy, with its strong emphasis on lucid writing, helps students sharpen analytic skills necessary for college and beyond. Gettysburg College's distribution requirements assure the student an introduction to the variety of opportunities offered by a liberal arts education. In the first year, in addition to the First Year Colloquy in liberal learning, Gettysburg students normally take courses in a variety of fields and begin to fulfill distribution requirements, such as those in foreign languages, laboratory sciences, social sciences, or literature. In the sophomore year students usually select a major and, in consultation with a major adviser, plan a college program which will allow the completion of specific graduation requirements and also provide opportunities for the widest possible choice of electives. In the last two years most students concentrate on courses in their major fields and supplement their programs with elective courses.

Students are expected to complete The Health/Wellness course during the first year and the remaining



quarter course in exercise sciences by the end of the sophomore year.

Students majoring in the natural sciences and music education usually begin such programs in the first year and follow closely a prescribed sequence of courses. Students anticipating careers in medicine, dentistry, or veterinary medicine should begin acquiring necessary preparatory courses in their first year.

The Advising System

The College believes that one of the most valuable services it can render to its students is careful counseling. Each first year student is assigned a faculty advisor to assist in dealing with academic questions, in explaining college regulations, in setting goals, and in making the transition from secondary school to college as smooth as possible. Special assistance is also available from the Dean of First Year Students.

During the first week of the fall semester, all new students participate in an orientation program designed to help them become acquainted with the College. All entering first year students receive in advance a detailed schedule of events of this program. During orientation, students have individual conferences with their advisors, take part in discussions of college life, and engage in other activities intended to familiarize them with the College and the academic opportunities available to them. They also take placement tests which provide the College with valuable information concerning their educational backgrounds and academic potential.

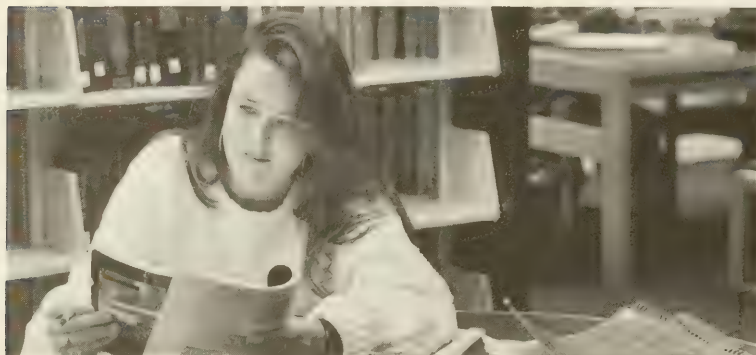


During the year, students should arrange periodic meetings with their faculty advisors. In addition, these advisors are available to discuss unexpected problems as they arise. Any changes in a first year student's schedule must be approved by the advisor. Students may also seek help from the Dean of First Year Students.

Sophomores may continue their advising relationship with their first year advisors or they may select another faculty member in a field of study they anticipate as their major. It is important that sophomores consult regularly with an advisor. The Associate Deans of Academic Advising are available to offer assistance in the selection of advisors or to discuss academic issues.

When students choose a major field of study, which must be done no later than the beginning of the

junior year, a member of the major department becomes their advisor and performs functions similar to those of the first year advisor, including the approval of all course schedules. It is the responsibility of all students to take the initiative in discussing their entire academic program with their advisors and to view that program as a meaningful unit rather than as a collection of unrelated courses. Students wishing to change their major course of study must notify the department in which they are majoring and secure the approval of the department they desire to join. Juniors and seniors making such changes should understand that it may be necessary to spend more than four years in residence in order to complete requirements for the major. Permission to spend more than four years in residence must be obtained from the Academic Standing Committee.



The College encourages students to prepare for graduate study, which has become a necessity in an increasing number of career fields. It is important for such students to become familiar with the requirements of the graduate programs in which they are interested, as well as the qualifications for fellowships and assistantships within these programs, well in advance of their graduation from Gettysburg College. Above all, they should recognize the importance of building a superior undergraduate academic record. The Career Services office and the Musselman Library/Learning Resources Center have a collection of graduate school catalogues for students' reference. Four times a year the Graduate Record Examination (GRE) is given on the Gettysburg campus for those

students who plan to enter a graduate school. The National Teacher Examination (NTE) is given twice a year. Special advisors assist students in planning for the legal and health related professions.

Students may confer with their advisor, an Associate Dean of Academic Advising, Career Services, or faculty members as they consider their options for a major, weigh their career objectives, choose graduate or professional schools, or search for employment after graduation.

Credit System

The course unit is the basic measure of academic credit. For transfer of credit to other institutions the College recommends equating one course unit with 3.5 semester hours. Because of the extra contact hours involved, some laboratory science courses earn 1 1/4 units of credit. These courses, identified with the symbol "LL" (Lecture/Lab) on the course title line, equate to 4.0 semester hours. Half unit courses equate to 2.0 semester hours. The College uses the 3.5 conversion factor to convert semester hours to Gettysburg course units for those students presenting transfer credit for evaluation at the time of admission or readmission. The College offers a small number of quarter course units in music and health & exercise sciences. These courses may not be accumulated to qualify as course units for graduation. Quarter course units equate to 1.0 semester hour.



Requirements for the Degree

The College confers three undergraduate degrees: bachelor of arts (BA), bachelor of science (BS), and bachelor of science in music education (BSME). The general graduation requirements are the same for all degree programs as follows:

1) 35 course units in some combination of 1 1/4, full or half unit courses; the half unit course in Wellness; plus one quarter course in health and exercise sciences. The

35 course unit requirement must include a minimum of 32 full unit courses (or transfer equivalent);

2) the First Year Colloquy;

3) a demonstration of proficiency in written English;

4) a minimum accumulative GPA of 2.00 and a GPA of 2.00 in the major field;

5) the distribution requirements;

6) the concentration requirement in a major field of study;

7) a minimum of the last year of academic work as a full-time student in residence at Gettysburg College or in an approved College program; and

8) the discharge of all financial obligations to the College.

The half-unit course in Wellness and quarter course credits do not count toward the 35-course unit graduation requirement.

No course used to obtain a bachelor's degree at another institution may be counted toward the requirements for a Gettysburg College degree.

The specific major requirements for each degree are different. The requirements for the degree of bachelor of science in music education are found on page 39. The major requirements for the bachelor of arts and the bachelor of science are found in the departmental introductions in the "Courses of Study" section of this catalogue beginning on page 68.

Each student is responsible for being sure that graduation requirements are fulfilled by the anticipated date of graduation. Normally, the College requires students to complete the degree requirements in effect at the time of their original enrollment and the major requirements in effect at the time that students declare the major at the end of the first year or during the sophomore year.



Writing Policy Since the ability to express oneself clearly, correctly, and responsibly is essential for an educated person, the College cannot graduate a student whose writing abilities are deficient. See Item 1 under college course requirements below. Instructors may reduce grades on poorly written papers, regardless of the course, and in extreme cases, may assign a failing grade for this reason.

College Course Requirements

Each student must successfully complete the college course requirements listed below.

1) Demonstration of proficiency in written English during the first year of enrollment. Normally, such proficiency is demonstrated by passing English 101. For other ways to satisfy this requirement, see "Exemption from Degree Requirement" on page 30.

2) First Year Colloquy: a required seminar for all first year students, designed to strengthen reasoning, writing, and speaking skills using a multi-disciplinary theme as a focus.

3) Health & Exercise Sciences: a half unit Wellness course, required during the first semester of enrollment, and one quarter unit activities course.

Distribution Requirements

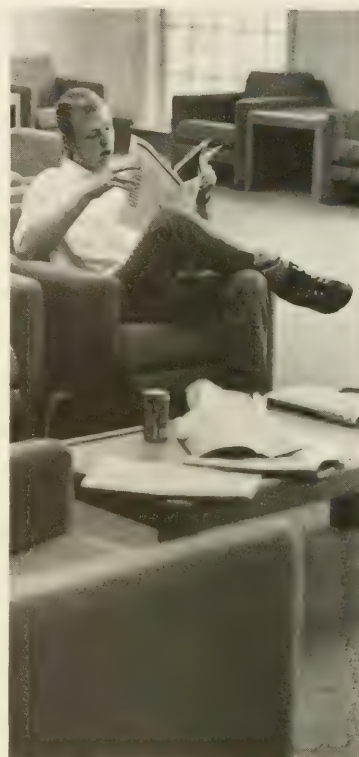
Each candidate for the degree must complete satisfactorily the following distribution requirements. See the listing on page 68 or read the departmental material under "Course of Study" for the specific courses that fulfill each requirement. Any requirement may be satisfied, with or without course credit, by students who can qualify for exemption (see page 30).

1) Foreign Language: one to four courses to prove proficiency through the intermediate level. Normally, proficiency is demonstrated by completing the 202 course in German, Greek, Japanese, Latin, Portuguese, Russian or Spanish; the 201-202 course sequence in French; or other designated intermediate-level language courses.

2) The Arts: one course in art history or theory, music, creative writing, or theater arts.

3) History/Philosophy: one course in history, philosophy, or culture/civilization in languages or interdepartmental studies.

4) Literature: one course in literature in the original language or in English translation.



5) Natural Science: two courses in astronomy, biology, chemistry, or physics. The courses must be in the same department and must include a laboratory.

6) Religion: one course on the 100- or 200-level in religion.

7) Social Science: one course in anthropology, economics, political science, psychology, or sociology.

8) Non-Western Culture: one course to satisfy the distribution requirements listed above must give primary emphasis to African or

Asian cultures, or to the non-European culture of the Americas. A student may take a non-western course that happens not to satisfy any of the other distribution requirements.

Major Requirements Each student must successfully complete the requirements in a major field of study. A major consists of eight to twelve courses, depending on the field of study, and may include specific courses determined by the department. A department may, in addition, require related courses in other departments. A department may require its majors to pass a comprehensive examination. Requirements of the various majors are listed in the departmental introductions under "Courses of Study".

The following are major fields of study at Gettysburg College:

Bachelor of Arts:

Art History
Art Studio
Biology
Chemistry
Classical Studies
Computer Science
Economics
English
French
German
Greek
Health and Exercise Sciences

History
Latin
Management
Mathematics
Music
Philosophy
Physics
Political Science
Psychology
Religion
Sociology
Anthropology/Sociology
Spanish
Theater Arts
Women's Studies

Bachelor of Science:

Biology
Biochemistry and Molecular
Biology
Chemistry
Mathematics
Physics

Bachelor of Science in Music Education:
Music Education

A student must file a declaration of major with the Registrar before registering for the junior year. A student may declare a second major as late as the beginning of the senior year.



Optional Minor Students may declare a minor concentration in an academic department or area that has an established minor program. Not all departments offer minor programs. A minor shall consist of six courses, no more than two of which shall be 100-level courses. Because of the language required, an exception to the two 100-level course limitation may occur in Classical Studies. Students must maintain a 2.00 average in the minor field of study. Although a certain number of courses constitute a minor field of study, all courses in the minor field will be considered in determining the minor average.

International Affairs Concentration

The International Affairs Concentration (IAC) provides students who are majoring in different disciplines within the social sciences and the humanities and are interested in international relations and politics, with an opportunity to pursue this subject through a well defined and coherent multidisciplinary program. The IAC consists of nine core courses drawn from the departments of Economics, History and Political Science as well as a series of electives available from other departments. The study of a language beyond the College requirement and study abroad are not required but are strongly encouraged. Students interested in the concentration should begin taking the core courses in their first



or second year. To be accepted into the program, a student must have a GPA of 2.0 overall and in the related major, and must maintain this minimum GPA in the major and in the concentration to remain in the program.

Special Major

As an alternative to the major fields of study, students may declare a *special major* by designing an interdepartmental concentration of courses focusing on particular problems or areas of investigation which, though not adequately

included within a single department or discipline, are worthy of concentrated study.

Students intending to pursue a special major must submit a proposal for their individual plan of study to the Committee on Interdepartmental Studies. The proposed program must be an integrated plan of study that incorporates course work from a minimum of two departments or fields. A special major must include a total of ten to twelve courses, no fewer than eight of which must be above the 100-level; three or more

courses at the 300-level or above; and a 400-level individualized study course which is normally taken during the senior year.

Individualized study allows students to pursue independent work in their areas of interest as defined by the proposal and should result in a senior thesis demonstrating the interrelationships among the fields comprising the special major.

After consulting with the interdepartmental studies chairperson and meeting several times with two prospective sponsors/advisers, students should submit their proposals during the sophomore year. The latest students may submit a proposal is mid-term of the first semester of their junior year. The proposal will consist of an application form, obtainable from the interdepartmental studies chairperson, a current academic transcript, and a brief essay describing the academic purpose of the program. The essay must include a specific and detailed explanation of the particular problem or area of interest which is the focus of the proposal, statements indicating why the student wishes to pursue this interest and why the student's goals cannot be accomplished through a regular major, and a clear and coherent explanation of how the courses included in the proposal constitute an integrated, in-depth study of the problem or interest. It is often possible to build into a



special major a significant component of off-campus study. The proposal must be signed and endorsed by two faculty members (from two different departments among those represented in the list of courses to be taken), one of whom will serve as the student's primary academic adviser. The sponsors are expected to guide the student's preparation of the essay section, as well as help the student choose appropriate courses.

Normally, to be accepted as a special major, a student should have a 2.3 overall GPA. Students should be aware that a special major program may require some departmental methods or theory courses particular to each of the fields within the program.

A student may graduate with honors from the special major program. Honors designation requires a 3.5 GPA in the special major, the recommendation of the student's sponsors, the satisfactory

completion of an interdisciplinary individualized study, and the public presentation of its results in some academic forum.

Residence Requirements And Schedule Limitations

The normal program consists of nine courses per year, with five courses in one semester and four in the other. Thus, a student will complete graduation requirements in four years of full-time academic work in the September-through-May academic year. The last full year of academic work must be in residence at Gettysburg College or in an approved College program. Students may not complete requirements as part-time students during their last semester of residence.

Students proposing to complete graduation requirements in less than four full years must have their programs approved by the

Academic Standing Committee through the Office of the Registrar. Such approval should be sought at least a year before the proposed completion of requirements.

A full-time student for academic purposes is one carrying a minimum of three courses during a semester. No student who is a candidate for a degree may take fewer courses than this without permission of the Academic Standing Committee.

Students may not enroll in the equivalent of six or more full unit courses per semester without the approval of the Academic Standing Committee. In granting approval to take six courses, the Committee requires evidence that the student is in good academic standing and will be able to perform at an above average academic level during the semester of heavy enrollment. Any course enrollment above five and one-half in full or half unit courses represents an overload and results in an extra course fee. For the purpose of determining extra course charges, 1 1/4 unit courses count only as a full course.

The required courses in health and exercise sciences, generally taken during the first year, are in addition to the full course load in each semester. These courses do not count toward the 35-course graduation requirement.



Majors in music and health and exercise sciences must take quarter courses in addition to the normal course load. Other students may take quarter courses in applied music with the approval of the music department at an additional charge.

A student may audit informally any College course with the permission of the instructor. No charge will be made for such an audit and no record of auditing will be recorded on the student's transcript.

The College offers a limited opportunity for students to register for and complete a course of study during the summer. Primarily these are individualized study or internship courses and are arranged through academic departments.

Policy on Accommodation of Physical and Learning Disabilities

Gettysburg College provides equal opportunities to students with disabilities admitted through the regular admissions process. The College promotes self-disclosure and self-advocacy for students with disabilities, recognizing that students with disabilities have the legal right and responsibility to present requests for reasonable accommodation directly to faculty and administrators. For students

with physical disabilities, the College provides accessibility within its facilities and programs and will, within the spirit of reasonable accommodation, adapt or modify those facilities and programs to meet individual needs.

For students with learning disabilities, the College accommodates on a case-by-case basis provided the accommodation requested is consistent with the recommendations contained in documentation prepared by a certified educational psychologist, psychiatrist, or physician and that documentation was prepared within four years of the time of self-disclosure. Reasonable accommodation for students with learning disabilities may involve some curricular modifications without substantially altering course content or waiving requirements essential to the academic program. Some examples of reasonable accommodation are:

- a) extended time on exams and assignments;
- b) use of auxiliary equipment (tape recorders, lap top computers, calculators);
- c) modified examination formats and/or oral examination.

An Associate Dean of Academic Advising will assist students with disabilities with their requests for accommodation.



Registration

Students must be registered officially for a course in order to earn academic credit. The registrar announces the time and place of formal registration. By formally completing his or her registration, the student pledges to abide by College regulations.

Also students may enroll in a course for credit during the first twelve days after the beginning of the semester by submitting the change to the registrar on an official course change slip signed by the instructor involved and the student's adviser. Students may not enroll in a course after the twelve day enrollment period.

Many departments establish limits to class enrollments in particular courses to insure the greatest opportunity for students to interact with their instructors and other students. As a result, students cannot be assured of enrollment in all of their first choice courses within a given semester.

The College may withdraw a student from classes and withhold transcripts and diplomas for failure to pay college charges. The College may deny future enrollments for a student with a delinquent account.

The Grading System

Normally courses are graded A through F, with these grades having the following significance: A (excellent); B (good); C (fair); D (poor); and F (failing). Instructors may modify their letter grades with plus and minus signs.

In successfully completing a course under this grading system, a student earns a number of quality points according to the following scale.

A+	4 1/3	C	2
A+	4 1/3	C	2
A	4	C-	1 2/3
A-	3 2/3	D+	1 1/3
B+	3 1/3	D	1
B	3	D-	2/3
B-	2 2/3	F	0
C+	2 1/3		

A student's accumulative average is computed by summing his or her quality points and dividing by the number of courses taken. The average is rounded to the third decimal place.

The College reserves the right to make changes and adjustments in the grading system even after a student enrolls.



The College also offers a *satisfactory/unsatisfactory grading option*. This option is intended to encourage students to be adventurous intellectually in courses with subject matter or approaches substantially different from their prior academic experience or attainment. An S signifies satisfactory work, and is given if a student performs at the C-level or higher, a U signifies unsatisfactory work, and is given for work below the C-level. Courses

graded S/U do not affect a student's quality point average, but a course completed with an S grade will count toward the total number of courses needed for graduation. A student may elect to take a total of six courses on an S/U basis during his or her four years at Gettysburg College; however, no more than two S/U courses may be taken in any one year. This grading option may not be selected for: (1) College course requirements in written English or the First Year Colloquy,

(2) distribution requirements for graduation, and (3) courses taken in a student's major field.

Exceptions may be made with regard to the major in cases where a department specifies that a particular course is available under the S/U grading system only, and in cases where the student declares the major after taking the course. A student must choose the S/U grading option during the first twelve class days of the semester.

The basic skill courses in health and exercise sciences (all of which are graded S/U) shall not count in determining the maximum number of S/U courses a student may take. Students who enroll in Education 476: Student Teaching may take an additional course under the S/U option during the senior year, provided that their total number of S/U courses does not exceed six.

When a student registers for and completes a course which he or she has already taken at Gettysburg College, both the credit and the grade previously earned are canceled, but they are not removed from the permanent record. The credit and grade earned in repeating the course are counted toward the student's requirements.

A grade of *I (Incomplete)* is issued through the Academic Advising Office when emergency situations, such as illness, prevent a student from completing the course requirements on time. Unless the



Academic Standing Committee extends the time limit, an incomplete automatically becomes an "F" if it is not removed within the first six weeks of the semester following the one in which it was incurred.

A student may withdraw from a course only with the knowledge and advice of the instructor and his or her adviser. A student who withdraws officially after the twelve-day add/drop period but within the first eleven weeks of the term receives a "W" (withdrew) grade in the course. If a student withdraws from a course during the last five weeks of the semester, he or she will receive an "F" (failure) in the course. A student who withdraws officially for medical reasons receives a "W" regardless of the time of withdrawal. The "W" grade is not used in computing averages.

Transfer Credit

After enrolling at Gettysburg, students may use a maximum of three course credits toward the degree for work taken at other colleges if such courses have first been approved by the chairperson of the department concerned and by the registrar. Course credit, but not the grade, transfers to Gettysburg if the grade earned is a C- or better. This transfer option is not available to those who receive three or more transfer course credits at the time of admission or readmission to the College.



This course credit limitation does not apply to Central Pennsylvania Consortium courses or off-campus study programs approved by the Academic Standing Committee.

Both credit and grades transfer for work done at another Central Pennsylvania Consortium College, or in certain Gettysburg College off-campus affiliated programs described beginning on page 41.

Exemption from Degree Requirements

The College may recognize work on the college-level completed elsewhere by a student. This recognition may take the form of exemption from degree requirements and may carry academic credit. Students should present their requests for exemption to the registrar. They should be prepared to demonstrate their competence on the basis of their academic record, Advanced Placement Examination results of

the College Board (see page 181), or examinations administered by the department concerned. The decisions on exemption and credit rest with the department and the registrar.

Students may satisfy the writing proficiency requirement by scoring sufficiently high on the SATII Writing Examination of the College Board.

Students may satisfy the foreign language requirement in a language not regularly offered at Gettysburg by demonstrating achievement at the intermediate-level through transfer credit, by examination, through independent study with a Gettysburg faculty member, or through an approved exchange program with the Central Pennsylvania Consortium. International students who have learned English as a second language may satisfy the requirement with their primary language.

Individualized Study and Seminar

There are opportunities in most of the departments for students to engage in seminars and individualized tutorials, research or internships. These opportunities are primarily for seniors, but other students frequently are eligible. In some departments participation in this type of activity is part of the required program of study; in others it is optional. Most of these courses are numbered in the 400's under "Courses of Study".

Individualized Study in the form of an internship is possible also during the summer. Students must gain approval for these projects by the sponsoring department in advance of the summer work but credit is added to the Fall Semester schedule and is included in the five and one-half course units permitted under the regular Comprehensive Fee.

Student Originated Studies (SOS)

SOS courses are student initiated and run courses, with students having the primary responsibility for the content, readings, assignments, and conduct of the course. A faculty member assists in the development of the proposal, advises the students throughout the semester, attends course meetings as appropriate, and assigns the final grade. Each SOS course provides a



half course unit of credit toward the 35 courses graduation requirement and is graded "S/U".

Academic Standing

Students are expected to maintain an academic record that will enable them to complete the requirements for graduation in the normal eight semesters. To be in good academic standing a student must have at least a 2.00 accumulative average, a 2.00 average for the semester, a 2.00 average in the major field of study by the end of the junior year and



during the senior year, and be making appropriate progress in acquiring the credits and completing the various requirements for graduation. Students who do not meet these standards will be given a warning, placed on academic probation, placed on dismissal alert, or be dismissed from the College.

The student who falls below the following minimum standard is considered not to be making satisfactory progress and is either placed on dismissal alert or is dismissed: for first year students - 1.50 GPA and six courses completed; for sophomores - 1.80 GPA and fifteen courses completed; for juniors - 1.90 GPA and twenty-five courses completed. First Year students may be dismissed after one semester if their GPA is 1.0 or below.

In addition to these minimum standards, a student on probation must show significant improvement during the following semester in order to remain at the College. Normally, a student may not remain at the College with three consecutive semester averages below 2.00.

Students receiving some forms of financial aid must maintain certain progress toward achieving a degree in order to remain eligible for such aid. See the "Financial Aid" section of this catalogue for a more complete discussion of appropriate progress.



Students on academic Probation or Dismissal Alert are permitted to participate in extracurricular activities at the College. Any student in academic difficulty, however, is reminded that his/ her first priority is the academic program and that he/she must therefore give careful consideration to time commitments and responsibilities associated with extracurricular activities. Students on academic Probation or Dismissal Alert are urged to consult with their faculty advisors and the Deans of Academic Advising about curricular and extracurricular choices.

Transcripts

The College supports students in their candidacy for graduate or professional school admission or in their search for appropriate employment by providing a responsive transcript service. Requests for transcripts must be in writing and should be directed to the Office of the Registrar. This office prepares transcripts twice a week on Tuesdays and Fridays. There is no charge for this service

unless the request requires special handling. The College reserves the right to deny a student's request for a transcript when there is a debt or obligation owed to the College or when there is an unresolved disciplinary or honor code action pending against the student.

Withdrawal and Readmission

The Academic Standing Committee and the Committee on Readmission review applications for readmission from students who have withdrawn from Gettysburg College. Readmission for students who withdraw from the College is not automatic. The procedure for seeking readmission depends on the student's academic status at the time of withdrawal, the length of time that has elapsed since withdrawal, and the reason for withdrawal, as described in the sections that follow. Normally, the Academic Standing Committee reviews all applications for readmission by the second week of November and the second week of April; all supporting materials should be submitted to the Office of Academic Advising by the beginning of November or the beginning of April.

Voluntary Withdrawal

A student who is in good academic standing at the time of withdrawal and seeks readmission within one academic year after withdrawing must file with the Academic

Standing Committee, through the Office of Academic Advising, an application for readmission that provides an account of his or her activities during the absence from the College. This application is available through the Office of Academic Advising and should be submitted by November 1 or April 1. Any student who seeks readmission after one year has elapsed must submit a more detailed application for readmission. This application is also available through the Office of Academic Advising. Any student who desires to be considered eligible for financial aid upon return must complete all financial aid applications by the normal financial aid deadlines and notify the Office of Financial Aid of his or her intention to return.

A student who withdraws voluntarily should arrange for an exit interview with a member of the academic advising staff prior to leaving the College. A readmission interview is desirable, and in some cases required, depending on the circumstances surrounding the student's withdrawal.



A student who withdraws voluntarily and is on academic probation at the time of withdrawal must submit an application for readmission to the Academic Standing Committee through the Office of Academic Advising. The Academic Standing Committee will review the student's application, previous record at Gettysburg College, activities since leaving college, and prospects for the successful completion of his or her undergraduate studies.

Dismissal

A student who is dismissed from the College for academic reasons normally is not eligible for readmission until one academic year has elapsed. Students who have been dismissed from the College for academic reasons for a second time are not eligible for readmission. An application for readmission must be submitted to the Academic Standing Committee through the Office of Academic

Advising. A personal interview may be required. The Academic Standing Committee will review the student's application, recommendations from an employer and three Gettysburg College faculty members, activities since leaving college, and prospects for future academic success at the College. To be eligible for readmission, a dismissed student must also have completed at least one course at an accredited institution and have earned a grade of "B" or higher.

A student who is suspended for disciplinary reasons must follow this same procedure for readmission except that he or she is not required to take course work elsewhere. A student in this category is eligible to apply for readmission at the end of the time period designated for the suspension.

Medical Withdrawal

A student whose health is so impaired that matriculation cannot be continued will be granted a medical withdrawal provided that a physician, psychiatrist, or psychologist confirms in writing the seriousness of the condition and recommends that the student withdraw from the College. In such cases an Associate Dean of Academic Advising may authorize grades of "W" for the courses in which the student is currently enrolled. A student in good



academic standing who has been granted a medical withdrawal must submit an application for readmission to the Academic Standing Committee, through the Office of Academic Advising, at least three weeks prior to the beginning of the semester that matriculation is desired. A letter from his or her attending physician, psychiatrist, or psychologist which certifies that the student will be ready to resume a full academic program by a designated time must be sent to the Counseling Center or Health Services. If, based on medical considerations, there is reason to limit the student's course load or physical activity, a recommendation for such should be noted in this letter. A personal interview with a member of the Counseling Center or Health Services staff may also be required. Decisions regarding readmission are the responsibility of the Academic Standing Committee. Students who have withdrawn for

medical reasons and who intend to return are subject to the same procedures for financial aid as are matriculated students; it is imperative to be in touch with the Financial Aid Office during absence from campus.

Senior Scholars' Seminar

The College offers a unique and valuable opportunity for its outstanding senior students. Each fall the Senior Scholars' Seminar, composed of selected seniors, undertakes a study of a contemporary issue which affects the future of humanity. The issues are always timely and often controversial. Past topics have included genetic engineering, conflict resolution, global disparities, computer and human communication, aging and the aged, dissent and nonconformity, imagining peace, human sexuality, environmental protection or exploitation, and the concept of the hero.

During a presidential election year, seminar students focussed on "Media, Power and Contemporary Presidential Politics." For the topic "Creating and Sustaining Intellectual Community in the Liberal Arts College," Senior Scholars' Seminar students not only brought outside experts to campus, but also traveled to other highly selective liberal arts colleges to do research. During a recent seminar on the topic "Working Effectively in Groups: the Role of Creative Leadership," students planned and designed a ropes course to facilitate team-building and group problem-solving on the Gettysburg College campus.

Authorities of national stature are invited to serve as resource persons for the Senior Scholars' Seminar. Experts who have visited past seminars include John Sununu, Colin Powell, David Broder, George Wald, Kenneth Boulding, Herbert Gans, Paolo Soleri, Joseph Fletcher, Leon Kass, Stuart Udall, David Freeman, Thomas Szasz, Daniel Ellsberg, Jonathan Schell, Daniel Bell, and James Gould. Student participants in the seminar present a final report based on their findings and recommendations.

The issues explored in the seminar are always interdisciplinary in scope, and the students selected for this seminar represent a wide variety of majors. The seminar is team-taught by two professors of different departments.

Early in the second term of the junior year, qualified students are invited to apply for admission to the course. After the members of the class have been selected through a process of interviews, they begin to plan the course with two faculty directors and become active participants in the entire academic process. The Senior Scholars' Seminar is assigned one course credit.



Computer Courses

In the tradition of the liberal arts, Gettysburg College emphasizes the interdisciplinary nature of the computer as a tool in problem-solving. A thorough understanding of the concepts and applications in various disciplines is important for those students interested in pursuing a career in computer science. The biology, chemistry, economics, management, mathematics, physics, political science, psychology, and sociology and anthropology departments all offer courses that make significant use of the computer. In recent years, 95% of the graduating

students have made use of the computing facilities in their courses at Gettysburg.

Also, a series of training session in the use of microcomputers are offered to students. These training sessions provide an introduction to WordPerfect, electronic mail, the campus computer network and computerized information system, and tools to use the Internet to access information at campuses and other sites across the country and around the world.

In addition to these courses in various departments, the College has a computer science curriculum of courses that cover the concepts that are at the core of the discipline. These courses are listed under computer science in the "Course Descriptions" section of this catalogue.

Teacher Education Programs

Gettysburg College education programs in secondary school subjects, elementary education, music education, and health and exercise sciences are competency based and have received accreditation from the Pennsylvania Department of Education. The liberal arts are central to the College's teacher education programs. Students planning to teach must complete a major in an academic department of their choice and fulfill all the requirements for the bachelor of arts degree or the bachelor of science degree. Upon completing a program in teacher education, students are eligible for a Pennsylvania Certificate, Instructional I, enabling them to teach in the public schools of the Commonwealth and other states with similar requirements. Students who pursue teacher certification are required to demonstrate computer literacy prior to certification. A minimum of forty hours of observation and participation in schools is required prior to acceptance into the Education Semester. Students who are seeking an Instructional I Certificate must have successfully completed the National Teachers' Exams (NTE) in the core battery (general knowledge, communication skills, and professional knowledge) and



specialty area (elementary education or the subject area for which candidates are seeking certification). For more information on the exams, contact a member of the education department.

Secondary Education

Students interested in preparing to teach academic subjects in the secondary schools must complete one of the following approved programs for secondary certification: biology, chemistry, physics, general science, mathematics, English, German,

Latin, French, Spanish, comprehensive social studies, health and exercise sciences (K-12), or music (K-12). These secondary programs have been granted program accreditation by the Pennsylvania Department of Education. Students must complete an approved program listed in the Handbook for Teacher Education, which will, in most cases, closely parallel the requirements in their major. Early planning beginning in the first year is essential for all of these programs. Secondary education students are required to

engage in a minimum of forty hours of pre-student teaching experiences in the secondary schools during the sophomore and junior years.

Students serve as observers, aides, and small group instructors in secondary classrooms. These experiences are part of the requirements for Education 209 (Social Foundations of Education), Education 201 (Educational Psychology) and recommended the methods course corresponding to the academic subject the student will teach. For the senior year, students, in consultation with their major department, will select either the fall or spring semester as the Education Semester. Student teaching experiences are completed at a school district in proximity to the College, or the student may elect to apply to student teach abroad, in an urban setting, or in

other alternative sites. The following program constitutes the Education Semester:

Education 303 (Educational Purposes, Methods, and Educational Media: Secondary)

Education 304 (Techniques of Teaching and Curriculum of Secondary Subjects)

Education 476 (Student Teaching—two courses)

Note: Only these four courses may be taken during the Education Semester.

The student seeking admission to the secondary education program must file an application with the Education Department by November 15 of the junior year. Admission to the program is granted by the Committee on Teacher Education, a body composed of faculty members from each department which has students in the education program. This committee also determines standards for admission to the program. Members of the committee may also teach Education 304 for the students of their respective departments and observe them when they engage in student teaching.



The admission of a student to the Education Semester depends upon the student's academic achievement and a recommendation from her or his major department. The guidelines for evaluating a student's academic achievement are a minimum accumulative grade point average of 2.33 and a grade point average of 2.66 in the major. The successful applicant will have earned a "C" grade or higher in all education courses. The student will also be evaluated on such professional traits as responsibility, integrity, enthusiasm, and timeliness. Evaluation of a student's communications skills will be done in the form of a writing sample which a student submits at the time of application for entrance into the Education Semester.

Students in the program leading to certification in secondary education shall present the six specified courses in education. In addition to these six courses, students are permitted one additional education course in individualized study, or in an education internship, to count toward the Bachelors degree. A minor in secondary education consists of successful completion of these six courses (ED 201, 209, 303, 304 and 476 which is worth 2 course credits).

Students interested in teaching in states other than Pennsylvania will find that a number of states certify teachers who have completed baccalaureate programs in education at colleges approved by its own state department of education. Numerous states require specific scores on portions of the National Teacher Exams (NTE). See the "Education Department" section for details.

Elementary Education

The elementary education program is distinctive in giving students the opportunity to concentrate on liberal arts studies and complete an academic major, thus qualifying for the bachelor of arts degree.

Students interested in entering the elementary education program should consult with the education department no later than the fall semester of the first year in order to establish a program of study.

The prospective elementary teacher should complete the program as listed in the education handbook. Included in the elementary education program are required education courses for elementary certification which are:

Education 180, Education 201, Education 209, Education 331, Education 370, Education semester (fall or spring semester during the senior year) composed of Education 334, 306 or Independent Study, and 476 (worth two courses).

Student teaching (Education 476) and Education 306 consist of 12 weeks of full-time participation in a public school in proximity to the College. Opportunities for student teaching abroad, in an urban setting, and in alternative sites also exist. Education 334 is taught in a three-week block and includes a week long, full-time experience in the schools under the direct supervision of reading specialists. Only these four courses may be taken during the Education Semester.

Elementary education students are required to engage in a minimum of 40 hours of pre-student teaching experiences during the sophomore and junior years. Students serve as observers, aides, and small group instructors in elementary and middle school classrooms.



The student seeking admission to the elementary education program must file an application with the education department by November 15 of the junior year. Admission to the program is granted by the Committee on Teacher Education, a body composed of faculty members from each department which has students in the education program. This committee also determines standards for admission to the program.

The admission of a student to the Education Semester depends upon the student's academic achievement and a recommendation from his or her major department. The guidelines for evaluating a student's academic achievement are a minimum accumulative grade point average of 2.33 and a grade point average of 2.66 in the elementary education program and its related courses (history, geography, economics, child development, and the education courses). The successful applicant will have earned a "C" grade or higher in all education courses. The student will also be evaluated on such professional traits as responsibility, integrity, enthusiasm, and timeliness. Evaluation of a student's communications skills will be done in the form of a writing sample which is submitted at the time of application for entrance into the Education Semester.

Students interested in teaching in states other than Pennsylvania will find that a number of states certify teachers who have completed baccalaureate programs in education at colleges approved by its own state department of education. Numerous states require specific scores on portions of the National Teacher Exams (NTE). See the "Education Department" section for details.



In addition to the courses listed, students are permitted one education course in individualized study, or in an education internship, to count toward the bachelor of arts degree. A minor in elementary education consists of successful completion of six courses offered by the education department (Education 201, 209, and 476 are required). Students then designate three of the following five courses to complete the minor: Education 180, 306, 334, 331, 370. All eight courses must be successfully completed for teacher certification in elementary education.

Music Education

The prospective teacher of music in the elementary and secondary schools should complete the program for the degree of bachelor of science in music education. This requires successful completion of 35 courses exclusive of courses in applied music and health and

exercise sciences. The half credit course, HES 107 (Wellness) and one other quarter course in fitness/recreational skill activities is required.

The program includes:

Twelve courses in music:

Music Theory

- I. 141
- II. 142
- III. 241
- IV. 242
- V. 341 (Orchestration)
- VI. 342 (Form and Analysis)

Music History

- 244(Intro to Music History and Literature)
- 313(Music in the Medieval, Renaissance and Baroque Periods)
- 314(Music in the Classic, Romantic and Contemporary Periods)

Conducting

205(Choral Conducting)

206(Instrumental Conducting)

Applied Music

456(Senior Recital)

In addition to the typical four or five full courses per semester, students will also carry several quarter courses in applied music. As many as 19 quarter courses may be taken during the four year program. These do not count toward the 35 course graduation requirement and may be taken in addition to the 40 courses permitted. The applied music areas taken as quarter courses include:

125 - 129Q (Major performance area - voice, piano, organ, guitar and wind, percussion, or string orchestral instruments)

123Q (Piano)

121Q (Voice)

150 - 156Q (Instruments of the band and orchestra)

Five courses in music education:

320(Principles and Procedures of Teaching Music in the Elementary School)

321(Principles and Procedures of Teaching Music in the Secondary School)

474(Student Teaching which is given 3 course units)

Four courses required for certification.

Psychology 101

Education 209 (Social Foundations of Education)

Education 201 (Educational Psychology)

Education 303 (Educational Purposes, Methods and Educational Media: Secondary)

***Distribution Requirements******Electives***

Participation for four years in an authorized musical group and presentation of a recital in the senior year are required.

The student interested in pursuing the Bachelor of Science program should consult with the Music Department as early as possible.

Ninth Semester Education Program

Gettysburg College students who demonstrate academic ability but due to double majors, travel abroad or other reasons do not finish certification requirements within four years may, with approval by the Teacher Education Committee, return to campus for a consecutive ninth semester to complete their student teaching and certification requirements. This semester, which would include only work in education, would be provided for a fee (1995 cost: \$1,750) to these recent Gettysburg College graduates. Students who elect this option will graduate before finishing certification requirements. Thus, students who elect to student teach during the Ninth Semester Option will receive certification, but will not be eligible to declare a minor in education. Interested students should consult with a faculty member about this option.

Teacher Placement

The College maintains a Teacher Placement Bureau to assist seniors and graduates in securing positions and to aid school officials in locating qualified teachers. All communications should be addressed to the Director of the Teacher Placement Bureau.

Employment Prospects in Teaching

The projected annual demand for new hiring of all teachers is expected to rise from 233,000 in 1990 to a high of 243,000 in the year 2000, according to the National Center for Education Statistics. Demand will be greatest at the elementary school level and fields of mathematics and science. Of the reporting 1993 certified Gettysburg College graduates who sought teaching positions in elementary education, 57% were teaching or in education-related occupations during the following academic year. Of the reporting certified secondary education graduates, 87% were so employed. The reported average salary for those certified through the program at Gettysburg College was \$24,000.



Off-Campus Study

College Affiliated Programs

In order to supplement and enhance the regular courses at the College, the faculty designates certain off-campus programs of study as College affiliated programs. As such, these programs are recognized as worthy of credit to be applied toward the Gettysburg College degree. In affiliated programs, both grades and credits shall be accepted as if they were grades and credits earned at

Gettysburg College. Currently, any student with sophomore status who is in good social and academic standing may apply for permission to study off-campus in any program approved by the College. A student wishing to study abroad should petition through the Office of Off-Campus Studies; those wishing to study off-campus in the United States should petition through the Office of the Registrar. The Academic Standing Committee approves a student's participation in a program and establishes regulations and standards for the acceptance of credits.



Consortium Exchange Program

The program of the College is enriched by its membership in the Central Pennsylvania Consortium (CPC) consisting of Dickinson, Franklin and Marshall, and Gettysburg Colleges. The Consortium provides opportunities for exchanges by students and faculty, and for other off-campus study. Students may take a single course or enroll at a Consortium College for a semester, or a full year. A course taken at any Consortium College is considered as in-residence credit. Interested students should consult the registrar.

Lutheran College Washington Semester (Ethical Issues and Public Affairs). Gettysburg College, in partnership with Augustana College (Sioux Falls), Lenoir-Rhyne College, Luther College, Muhlenberg College, Roanoke College, Susquehanna University, Thiel College, Valparaiso University, Wittenberg University, and the Luther Institute in Washington, D.C., runs full academic programs during the fall

and spring semesters of each academic year, and a two month internship program during the summer. During the 1994-95 academic year, students lived in the River Place condominiums in Arlington, VA. During regular semesters students earn four course credits by taking a two-credit internship (in their area of interest) and two seminars. One of the seminars is entitled "Ethical Issues and Public Affairs" and the other is a special topics seminar created each year. In 1994-1995, the special topics were "Religion and Health Care" and "Political Communication." Additionally, there are a variety of field trips to important political, cultural, social, and religious organizations. Service learning projects are also part of the experience. The Lutheran College Washington Semester is recommended for juniors, but sophomores and seniors may apply. Information may be obtained from Dr. Donald Hinrichs, Department of Sociology and Anthropology, or by writing Dr. Nancy Joyner, Director,

The Lutheran College Washington Consortium, 226 East Capitol Street, Washington, D.C. 20003.

Washington Semester Gettysburg College participates with American University in Washington, D.C. in a cooperative arrangement known as the Washington Semester. The program is divided into several distinctive areas. For students interested in Government, Politics, and Law, the Washington Semester, National Government and Politics focuses on important national institutions and the interrelationships of the various actors in the political process. Washington Semester in International Politics and Diplomacy examines the formulation, implementation, and consequences of the foreign policy of the United States. Washington Semester in Peace and Conflict Resolution examines conflict resolution theory, history, methodologies, and skill development and forces that move in the directions of conflict or peace. Washington Semester in Justice is concerned with the nature and sources of crime and violence, the conflicting theories and beliefs about justice, and the impact of national policymaking on social and criminal justice. Washington Semester in American Politics: Public Law is designed for prelaw students and examines the major institutions and principal actors that determine federal judicial policy for the nation.



For students with an interest in economics, business, and trade, there is a Washington Semester in Economic Policy which provides for a study of the macro and micro economic policy-making process in both the international and domestic spheres. Washington Semester in International Business and Trade offers an opportunity to study in a city which contains offices of seventy-five percent of all multinational corporations, and over two hundred foreign-owned companies.

Communications and the fine arts are also represented by two additional programs. Washington Semester in Journalism provides for the study and practice of journalism in the "news capital of the world," and the Washington Semester in Museum Studies and the Arts offers an exploration of the worlds of art and architecture.

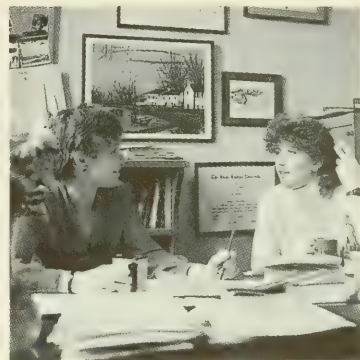
Typically, students in the Washington Semester program participate in seminars (two course credits), undertake a major research project

(one course credit) and serve an internship (one course credit).

The Washington Semester may be taken during either semester of the junior year or the fall semester of the senior year. To qualify, a student must have a minimum accumulative average of 2.0 and clearly demonstrate ability to work on his or her own initiative. Further information may be obtained from the appropriate department.

The Washington Economic Policy Semester Gettysburg College participates in this cooperative, intercollegiate honors program with American University in Washington, D.C. The semester is designed for students with an interest in economics. It intensively examines economic policymaking from theoretical, practical, domestic, and international points of view. During the semester, students are brought into direct contact with people who are involved in the formulation of economic policy.

The program of study includes (1) the Economic Policy Seminar (two course credits), which encompasses a theoretical analysis of economic policy problems; extensive reading; on-site discussions with economic policy decision-makers; preparation of papers, and the presentation of alternative paradigms that may be used to understand economic policy; (2) the choice of an internship (one course credit) in a private or governmental agency



involved with economic policy, or an intensive independent research project (one course credit); and (3) an elective chosen from the courses offered by American University. It should be noted that the grades received in these courses, as well as the credit for four courses, will appear on the student's Gettysburg College transcript.

This program can be helpful to students in several ways. For all students, it provides an opportunity to dispel the mystery surrounding the policy-making process, to make them better informed citizens, and thus to improve their understanding of the complex interaction between the government and the economy. For those persons who plan to be professional economists, it will provide a practical introduction to learning about the nation's important economic institutions as well as the political considerations that influence the translation of economic theory into government policy. The program will allow students to become familiar with the

basic economic issues of the times and with the different approaches for solving those problems. For students who are interested in becoming business economist lawyers or community organizers, the knowledge gained about the bureaucracy in Washington and how the federal government operates will be invaluable in their careers.

Students should take the Washington Economic Policy Semester in the fall or spring semester of the junior year or the fall semester of the senior year. To qualify, a student must have a minimum accumulative grade point average of 2.50, and have demonstrated the ability to work on his or her own initiative. In addition, students wishing to apply for this program should have completed Economics 103-104, 241, 243, and 245. Most participants major in economics or management; however, interested applicants from other areas are encouraged to apply. Further information, including the application procedure for this program, can be obtained from Dr. William F. Railing, Department of Economics.

The United Nations Semester

Students qualifying for this program spend a semester at Drew University in Madison, New Jersey. On Tuesdays and Thursdays these students commute to the United Nations for a survey course in international organization which



consists in part of briefings and addresses by individuals involved in United Nations activities. A research seminar also uses the facilities of the United Nations Headquarters. Other courses to complete a full semester's work are taken at the Drew Campus.

The United Nations program is offered during fall semesters. Students from any academic area who have taken an introductory course in political science and who have maintained a respectable grade point average may apply to this program in the junior or senior year. Further information is available from the Office of the Registrar.

Seville, Spain - Center for Cross-Cultural Study, and Instituto

Universitario de Sevilla Students who have completed Spanish 301 may, with permission of the Academic Standing Committee, study at either the Center or the Instituto for one or two semesters of their sophomore or junior year, the fall semester of their senior year, or

during the summer session. Courses offered include language, Spanish literature, history, culture, art, and more. Credits as well as grades will be transferred to the student's college transcript. Financial aid may be applied to participation in the program during the regular academic year. Interested students should contact the Spanish Department.

The Foreign Student Study Center, The University of Guadalajara, Mexico Students who have completed Spanish 301 or its equivalent may study for one or two semesters of their sophomore or junior year or the fall semester of their senior year at the University of Guadalajara's Foreign Student Study Center. Courses offered include language, Mexican literature, history, culture, art, and political science. Both credits and grades will be transferred. Financial aid may be applied to participation in the program during the regular academic year. Interested students should contact the Spanish Department.

**Center for Cross-Cultural Study,
Instituto Universitario de Sevilla,
Seville, Spain; Universal Language
Institute, Cuernavaca, Mexico**

Students who have completed at least Spanish 104 or its equivalent but have not completed Spanish 301 may complete their language distribution requirement and literature distribution requirement while studying for one semester in Spain or Mexico (offered in alternate years). A Gettysburg College Spanish Department professor accompanies the group. Credits and grades will be transferred, and financial aid may be applied to participation in the program. Interested students should contact the Spanish Department.

Center for Global Education The College is affiliated with two programs of the Augsburg College Center for Global Education. These two programs are based in Cuernavaca, Mexico: International Development and Human Rights in Latin America, and Women and Development: Latin American Perspectives. Each program involves four courses over a semester including an intensive Spanish course. Students in the two programs have the opportunity to participate in a study tour to two Central American countries. The College is investigating the possibility of affiliating with two more programs of the CGE. For more information students should



contact the Gettysburg College Coordinator of Global Studies or the Off-Campus Studies Office.

Interdisciplinary Study Abroad Program in England This program offers a fall semester abroad for fifteen juniors and seniors who would like to pursue interdisciplinary studies in the humanities and social sciences, moving between London and Colchester. The program will give these students the opportunity to experience two sides of British culture: the urban and the provincial. The program begins in

September with a four-week intensive interdisciplinary seminar in London. This seminar will be taught each year by the program's resident director, a Gettysburg College faculty member who will accompany the students throughout the entire program. At the beginning of October, the students will move on to the University of Essex in Colchester, where they will be enrolled as visiting students for the ten-week fall term. Students will take a full course load (normally four courses), be taught by British faculty, and be housed with British and other international students.

Students will receive one Gettysburg College credit for the September seminar in London and three course credits for the four ten-week courses taken at the University of Essex. Thus the entire program will earn each student four Gettysburg College course credits. Both grades and credits will be transferred. Financial aid may be applied to the program. Interested students should visit the Office of Off-Campus Studies.

Centre d'Etudes Françaises, Avignon, France Juniors and first-semester seniors who have completed French 301 or its equivalent may study for a semester or entire year in the Institute for American Universities program at the Centre d'Etudes Françaises in Avignon. Both credits and grades will be transferred. Financial aid may be applied to participation in the program. Interested students should contact the French Department.

Institute for American Universities Programs in Aix-en-Provence Gettysburg offers two different programs of study intended for *non-majors*. 1) Students who have completed 101-102 or 103-104 at Gettysburg *may fulfill* the language distribution requirement during the fall semester only by enrolling in the Intermediate Program in Aix-en-Provence. 2) Students who have already satisfied the language requirement and who are contemplating a *minor* in French



may take courses in French language, literature, and civilization during either the fall or spring semesters by enrolling in the Advanced Program in Aix. In addition to their course work in French, students in both programs may choose from approved classes in art, management, education, political science, history, philosophy, psychology and literature given in English. Both credits and grades will transfer. Financial aid may be applied to participation in the program. Interested students should contact the French Department.

Kansai University of Foreign Studies The College has a cooperative agreement with Kansai University of Foreign Studies in Hirakata City, Osaka, Japan.

Students may study for a semester or a year at the University in a program that combines a rigorous Japanese Language program with lecture courses in the humanities, social sciences, and business which are conducted in English. Both credits and grades will be transferred. Financial aid may be applied to this particular program.

Interested students should contact Dr. Katsuyuki Niiro in the Economics Department.

Fall Semester in Cologne, Germany

Sophomore through first semester seniors with a minimum of one year of college German or the equivalent are eligible to participate in the fall semester program in Cologne, Germany. A student may satisfy the distribution requirement in language in one semester and will take additional courses taught in English from other liberal arts areas (some of which also satisfy different distribution requirements). This is a fall semester program co-sponsored by the Pennsylvania Colleges in Cologne Consortium. Both credits and grades are transferred. Financial aid may be applied to participation in the program. Interested students should contact the German Department.

College Year in Athens, Greece

The program is open to sophomores, juniors, and seniors (although the majority of students are of junior level) majoring in humanities or social sciences; approximately one third of the students at College Year are Classics majors. The language of instruction is English. The offerings are organized in two tracks, Ancient Greek Civilization and Mediterranean Studies. Students choose one track but may take a course from the other one when appropriate to their academic



objectives. Greek Art and Archaeology and Modern Greek language are open to all students. Courses in the Greek Civilization track include history, literature, art and archaeology, religion, philosophy, and classical Greek and Latin languages. In the Mediterranean Studies track courses are offered on ethnography, modern history of Greece, the Balkans, and the Middle East, ecology, economics, politics, gender roles, and Byzantine topics. Applications from students who plan to attend College Year for an academic year or for one semester will be considered. College Year is incorporated under American law as a non-profit, educational institution managed by a Board of Trustees. Both credits and grades will be transferred. Financial aid may be applied to participation in the program. Interested students should contact the Department of Classics or the Department of Philosophy.

Off-Campus Study Program In

Zimbabwe The college offers each fall semester an off-campus studies program in Zimbabwe, Africa. The program is open to sophomores and juniors (and also seniors, on a space-available basis) who have at least a 2.75 GPA. Four courses will be taught jointly in Harare by Gettysburg College faculty and faculty from the University of Zimbabwe and other national institutions. Field trips outside of Harare and homestays are integral parts of the study program. Students are paired with counterparts—typically, students from the University of Zimbabwe. Housing will be at international hostels in Harare. Regular Gettysburg College fees for tuition, room, and board cover all costs (including round trip airfare), except books and personal expenses. The program will be conducted by the Coordinator of African American Studies, and will offer the following courses: African Literature, History of Southern

Africa, African Environmental Science, and African Political Economy. Interested students should contact the Coordinator of African American Studies.

Intercollegiate Center for Classical Studies in Rome, Italy

The Center is open to students majoring in Classics, classical history, archaeology, or art history with a concentration in classical art. The program lasts for one semester and is offered during the fall and the spring. The Center provides undergraduate students with an opportunity to study Greek and Latin literature, ancient history and archaeology, and ancient art in Rome. A Managing Committee, elected by the member institutions, has arranged with Stanford University for the Stanford Overseas Studies Office to administer the Rome Center, although this administrative arrangement may change in the near future. The faculty is chosen from persons teaching in universities and colleges in the United States and Canada. The language of instruction is English. Both credits and grades will be transferred. Financial aid may be applied to participation in the program. Interested students should contact the Department of Classics.

Lutheran Theological Seminary Exchange Gettysburg College students are eligible to take up to four courses at the Lutheran Theological Seminary also located



in Gettysburg. The Seminary offers coursework in Biblical Studies, Historical Theological Studies, and Studies in Ministry. Interested students should consult the Registrar.

Wilson College Exchange

Gettysburg College offers an exchange opportunity with Wilson College, an area college for women, with course offerings that supplement Gettysburg's offerings in communications, women's studies, dance, and other creative arts. Students may take a single course or enroll as a guest student for a semester or a full year.

Marine Biology The Biology Department offers two programs for students interested in pursuing studies in marine biology. These programs are in cooperation with Duke University and the Bermuda Biological Station for Research.

The Bermuda Biological Station for Research (St. George's West, Bermuda) offers courses in

biological, chemical, and physical oceanography during the summer. Any course taken by a Gettysburg College student may be transferred to Gettysburg together with the grade, provided prior approval is granted by the Biology Department.

Gettysburg College is one of a limited number of undergraduate institutions affiliated with the Duke University Cooperative Undergraduate Program in the Marine Sciences. The program, offered at the Duke University Marine Laboratory (Beaufort, North Carolina), is a semester of courses, seminars, and independent investigations. Studies include the physical, chemical, geological, and biological aspects of the marine environment with emphasis on the ecology of marine organisms.

This program is appropriate for juniors or students who have had three to four courses in biology. Students receive credit for the equivalent of five courses, two of which may be used toward the

minimum eight required for the biology major. The remaining courses will apply toward graduation requirements.

Additional Off-Campus Opportunities Study Abroad

Qualified students may study abroad during one or two semesters of their junior year or the fall semester of their senior year. The Office of Off-Campus Studies maintains an information file of recommended programs and stands ready to assist students with their unique study plans. It is important to begin the planning process early. During the first year, or at least by the first semester of the sophomore year, students who plan to study abroad should discuss with their advisers the relationship of their proposed course of study to their total academic program. An outline of the program and a list of specific courses with appropriate departmental approval must be submitted to the Academic Standing Committee, which gives final approval on all requests to study abroad. Approval must be given before an application can be sent. To qualify, a student must be in good social and academic standing. Study abroad programs are not limited to language majors; students in any major field may apply. Further information may be obtained from the Office of Off-Campus Studies.



Special Interest Programs

Students may petition the Academic Standing Committee for permission to take courses at another college, university or study site which offers a program in a special interest area not fully developed at Gettysburg College. Examples of special interest areas are Urban Studies, Asian Studies, Studio Arts, African American Studies and Environmental Studies. Interested students should consult the Office of the Registrar.

Dual-Degree Programs

Engineering This program is offered jointly with Columbia University, Rensselaer Polytechnic Institute (RPI), and Washington University in St. Louis. Students spend three years at Gettysburg College followed by two years at one of these universities. Upon successful completion of this program, the student is awarded the Bachelor of Arts degree from Gettysburg and the Bachelor of Science degree in an engineering discipline from one of the three affiliated universities. The affiliation with RPI also offers the opportunity for a Master's degree after three years at RPI. Gettysburg students, on their own initiative, have also completed dual-degree programs at non-affiliated universities. Students who qualify for financial aid at Gettysburg College will usually be



eligible for similar aid at the engineering affiliate universities; this benefit is not available to international students.

Candidates for this program will have an adviser in the Physics Department. Normally a student will be recommended to Columbia, RPI, or Washington University during the fall semester of the junior year. Students must have a minimum of a 3.0 grade point average in order to be recommended, except for students interested in electrical engineering

at RPI who are required to have a 3.5 average for recommendation.

The specific courses required for admission by each affiliated institution vary and students should schedule courses in close cooperation with the Engineering Adviser at Gettysburg. In general, dual-degree engineering students can expect to take Physics 111, 112, 213, 319, 330; Mathematics 111, 112, 211, 212, 363; Chemistry 111, 112, and a computer science course. All dual-degree engineering students will have to complete the distribution requirements of



Gettysburg while in residence at Gettysburg. Because of the limited flexibility of the Dual-Degree engineering curriculum, students are urged to identify their interests in this program at the earliest possible time.

Nursing The College has a five-year program under which students spend three years at Gettysburg and two at the Johns Hopkins University School of Nursing in Baltimore. At the end of the fourth year of study, students complete requirements for a B.A. degree from Gettysburg; at the end of the fifth year, students will receive a B.S. degree from the Johns Hopkins University. Students interested in this program should contact the Dean of First Year. Students for further information.

Optometry Pennsylvania College of Optometry (PCO) and the State University of New York (SUNY) College of Optometry will offer admission into the program leading to the Doctor of Optometry to students from Gettysburg at the end

of the junior year provided that all prerequisites are met. At the conclusion of the first year at PCO or SUNY, students will receive the baccalaureate degree from Gettysburg and, after seven years of undergraduate and professional study, the Doctor of Optometry from the Pennsylvania College of Optometry or the State University of New York College of Optometry. Students who qualify for early admission to one of these programs will be recommended by the Pre-Health Professions Committee at Gettysburg College and will be required to interview at the Pennsylvania College of Optometry or the State University of New York College of Optometry during the spring term of the junior year. The program with the State University of New York College of Optometry also has an option under which students may be admitted to the program upon their admission to Gettysburg College if they meet certain prerequisites. Students interested in these programs should contact the Dean of First Year. Students for further information.

Forestry and Environmental Studies

In addition to its own program in environmental studies, the College offers a dual-degree program with Duke University leading to graduate study in natural resources and the environment. Students will earn the Bachelor's and Master's degree in five years, spending three years at Gettysburg College and two years at

Duke University's School of the Environment. Students must fulfill all the distribution requirements by the end of the junior year. The first year's work at Duke will complete the undergraduate degree requirements and the B.A. will be awarded by Gettysburg College at the end of the first year at Duke. Duke will award the professional degree of Master of Forestry or Master of Environmental Management to qualified candidates at the end of the second year.

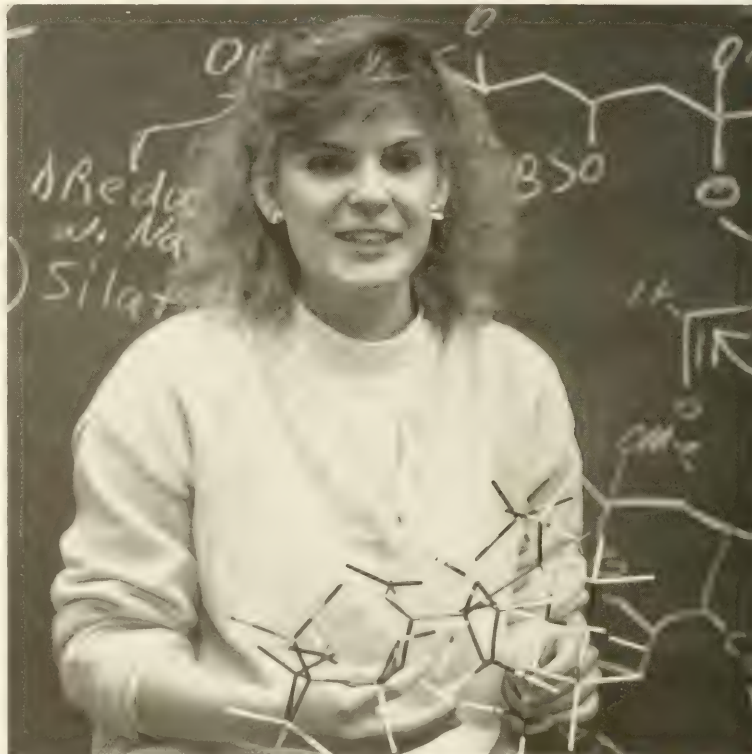
Candidates for the program should indicate to our admissions office that they wish to apply for the forestry and environmental studies curriculum. At the end of the first semester of the third year, the College will recommend qualified students for admission to the Duke School of the Environment. No application need be made to the School before that time. During the first semester of the junior year at Gettysburg, the student must file with the Office of the Dean of Academic Advising a petition for off-campus study during the senior year. All applicants are urged to take the verbal and quantitative aptitude tests of the Graduate Record Examination in October or December of their junior year.

The major program emphases at Duke are 1) Ecotoxicology and Environmental Chemistry; 2) Resource Ecology; 3) Water and Air Resources; and 4) Resource

Economics and Policy. Programs, however, can be tailored with other individual emphases. An undergraduate major in one of the natural or social sciences, management, or pre-engineering is good preparation for the programs at Duke, but students with other undergraduate concentrations will be considered for admission. All students contemplating this cooperative program should take at least one year of courses in each of the following: biology, mathematics (including calculus), economics, statistics, and computer science. In addition, organic chemistry is a prerequisite for the Ecotoxicology program and ecology for the Resource Ecology program. Please note that this is a competitive program and students are expected to have good quantitative analysis and writing skills.

Students begin the program at Duke in late August and must complete a total of 48 units, including a Master's degree project, which generally takes four semesters.

Some students may prefer to complete the Bachelor's degree before undertaking graduate study at Duke. The Master's degree requirements for these students are the same as those for students entering after the junior year. All credit reductions are determined individually and consider both the student's educational background and objectives.



Preprofessional Studies

Prelaw Preparation Students planning a career in law should develop the ability to think logically, analyze critically, and to express verbal and written ideas clearly. In addition, the prospective law student needs a wide range of critical understanding of human institutions. These qualities are not found exclusively in any one field of study. They can be developed in a broad variety of academic majors. It should be noted that a strong academic record is required for admission to law school.

The College has a prelaw adviser to assist and advise students in their consideration of the legal profession and to aid them in gaining admission to law school. A brochure is available through the Office of Admissions and the Office of the Provost that describes prelaw preparation at Gettysburg. Students planning a career in law should review this brochure.

Preparation for Health Professions The Gettysburg College curriculum provides the opportunity, within a liberal arts framework, for students to complete the requirements for admission to professional schools of

medicine, dentistry, and veterinary medicine, as well as several allied health schools. Students considering a career in one of these fields are advised to schedule their courses carefully, not only to meet the admission requirements for the professional schools, but also to provide for other career options in the event that their original choices are altered. The following courses will meet the minimal entrance requirements for most medical, dental, or veterinary schools: Biology 101, 112; Chemistry 111, 112; Chemistry 203, 204; Math 111 and 112 (for schools requiring a year of mathematics) or Math 111, 112 (for schools requiring a semester of mathematics); Physics 111, 112; two or three courses in English; and a foreign language through the intermediate level. Math 105-106 may be substituted for Math 111 in any of the mathematics requirements. Since completion of these courses will also give the student minimum preparation for taking the national admissions examinations for entrance to medical, dental, or veterinary school, it is advisable to have completed or be enrolled in these courses by the spring of the junior year when the tests ordinarily are taken. While most students who seek recommendation for admission to health professions' schools major in either biology or chemistry, the requirements can be met by majors in most other subjects with careful planning of a

student's program. Pre-Health Professions students are encouraged to choose electives in the humanities and social sciences and to plan their programs in consultation with their major advisers or a member of the Pre-Health Professions Committee.

All recommendations for admission to health professions' schools are made by the Pre-Health Professions Committee, normally at the end of the junior year. Students seeking admission to these professional schools must also take one of the following national admissions examinations: MCAT (medical), DAT (dental), VMAT or GRE (veterinary) or OAT (optometry). The Pre-Health Professions Committee is composed primarily of members from the Departments of Biology, Chemistry, and Physics with the Dean of First Year Students acting as chairperson. Because of the competition for admission to medical school, the Pre-Health Professions Committee recommends that a student maintain a high accumulative average (near 3.50) overall and in medical school required courses. Students do not, however have to maintain an accumulative average near to 3.50 or such an average in medical school required courses to obtain a recommendation from the Pre-Health Professions Committee for admission to medical school. Generally, students with a competitive accumulative average

and a competitive score on the MCAT gain an interview at one or more medical schools.

The level of grades required for admission to health professions schools varies according to the type of health professions school to which a student applies. So students who do not maintain an accumulative average near 3.50 may nevertheless be strong candidates for admission to many health profession schools.

The Pre-Health Professions Committee has prepared a brochure about preparation at Gettysburg for the health professions. It is available from the admissions office and the Dean of First Year Students. Students interested in the health professions should obtain this brochure.

Hahnemann University's Graduate School of **Physical Therapy** will offer early acceptance to students from Gettysburg College who meet the criteria for admission into the Entry-Level Masters Degree Program. Students may major in any department, although a major in Biology or Health and Exercise Sciences is most common. Regardless of major, eight science courses in three different departments (Biology, Chemistry and Physics) are required. Also required are two courses in Psychology, one course in Statistics and five courses in the Humanities and Social Sciences. Students who are eligible for early admission to the program will be recommended by the Pre-Health

Professions Committee at Gettysburg College and are required to interview at Hahnemann University prior to acceptance.

See also information about the College's Cooperative Programs in **Nursing** with the Johns Hopkins University and in **Optometry** with Pennsylvania College of Optometry and the State University of New York College of Optometry on page 51.

The Pre-Health Professions Committee holds periodic meetings to explain requirements for admission to health professions schools, to bring representatives of these schools to campus to talk to students, and to explore issues of interest to the medical professions. In the office of the Dean of First Year Students is a collection of materials about the health professions. It includes information about admissions requirements, guidebooks on preparing for national admissions examinations, catalogues from many health professions schools, and reference materials on fields such as medicine, dentistry, veterinary science, optometry, pharmacy, podiatry, physical therapy, public health, and health care administration.



Graduation Honors and Commencement

The College awards the following honors to members of the graduating class. These senior honors are intended for students with four years of residence at Gettysburg College; grade point average computations are based on four years' performance.

1. Valedictorian — to the senior with the highest accumulative average.

2. Salutatorian — to the senior with the second highest accumulative average.

3. Summa Cum Laude — to those seniors who have an accumulative average of 3.750 or higher.

4. Magna Cum Laude — to those seniors who have an accumulative average of 3.500 through 3.749.

5. Cum Laude — to those seniors who have an accumulative average of 3.300 through 3.499.

The Academic Standing Committee may grant the above honors to students with transfer credit if they have satisfied the conditions of the honor during at least two years in residence at Gettysburg College and have presented excellent transfer grades. To arrive at a decision, the Committee will factor in all grades earned at other institutions and during off-campus study programs.

In addition to the above, departments may award Departmental Honors for graduating seniors based upon their academic performance in a major field of study. Departmental Honors are awarded to transfer students on the same terms as to other students since the computation for this award is not necessarily based on four years in residence at Gettysburg College.

Participation in the May Commencement exercises shall be limited to those students who have completed all graduation requirements by that Commencement ceremony.

Deans' Lists

The names of those students who attain an average of 3.600 or higher for the semester are placed on the Deans' Honor List in recognition of their academic achievements. Also, those students who attain an average from 3.300 to 3.599 are placed on the Deans' Commendation List. To be eligible



for these honors, students must take a full course load of at least four courses, with no more than one course taken under the S/U grading option during that semester (except for students taking the Education Term who may take two courses S/U). First year students who attain an average of 3.000 to 3.299 are placed on a First Year Recognition List for commendable academic performance in their first or second semester.

Phi Beta Kappa

Phi Beta Kappa, founded in 1776, is the oldest Greek-letter society in America and exists to promote liberal learning, to recognize academic excellence, and to support and encourage scholars in their work. The Gettysburg College chapter was chartered in 1923 and is today one of 249 Phi Beta Kappa chapters in American colleges and universities, nineteen of which are in Pennsylvania. The Gettysburg chapter elects to membership about

5 to 10% of the senior class who have distinguished academic records and exhibit high moral character and intellectual curiosity. Election to Phi Beta Kappa is perhaps the most widely recognized academic distinction in American higher education.

Alpha Lambda Delta

Alpha Lambda Delta is a national society that honors academic excellence during a student's first year in college. It has 213 chapters throughout the nation. The purposes of Alpha Lambda Delta are to encourage superior academic achievement among students in their first year in college, to promote intelligent living and a continued high standard of learning, and to assist women and men in recognizing and developing meaningful goals for their roles in society. Alpha Lambda Delta membership is open to Gettysburg students who attain a grade point average of 3.50 or higher during their first year at Gettysburg.

Other Academic Honorary Societies

The College promotes excellence in the academic program by supporting the following honorary societies for students with outstanding academic records in a particular major or area of study.

Alpha Kappa Delta - the international sociology honor society, open to majors who have taken at least four courses in the department and have a GPA of 3.0 or better in the major.

Alpha Psi Omega - the honorary society in theater.

Eta Sigma Phi - the classics honorary society for students who have taken at least two courses in the classic department with a "B" or better average and who are enrolled in an additional classics course.

Omicron Delta Epsilon - the honorary society for majors in economics with proven intellectual curiosity and integrity, enthusiasm for the discipline, and with a minimum of four courses in economics with an average of at least 3.0 in the major and overall.

Phi Alpha Theta - a society that recognizes academic achievement in history and that actively carries on dialogue about history related issues outside the classroom.

Phi Sigma Iota - the Romance Languages honorary society, for juniors and senior majors in French and/or Spanish with at least a "B" average in the major and overall.

Pi Lambda Sigma - the national honorary society for majors in management, economics and political science with at least five courses in their major with a GPA of 3.1 or better.



Pi Sigma Alpha - the honorary society for majors in political science with a major average of 3.0 or better.

Psi Chi - the honorary society in psychology that serves to advance the science of psychology; for students who have completed a minimum of three courses and are enrolled in their fourth and who have achieved an average of at least 3.0 in the major and overall.

Sigma Alpha Iota - the international society for women in music, advocating and encouraging excellence in scholarship,

advancement of the ideals and aims of the Alma Mater and adhering to the highest standards of citizenship and democracy.

Prizes and Awards

The following prizes recognize outstanding scholarship and achievement. They are awarded at a Fall Honors Program in October or a Spring Honors Convocation held in May. Grades earned in required courses in exercise sciences are not considered in computations for prizes or awards. Transfer students are eligible for prizes and awards.

Endowed Funds

Betty M. Barnes Memorial Award in Biology The income from a fund, established by Dr. & Mrs. Rodger W. Baier, is awarded to a senior student with high academic ability preparing for a career in biology or medicine.

Baum Mathematical Prize The income from a fund, contributed by Dr. Charles Baum (1874), is given to the student showing the greatest proficiency in mathematics through his or her sophomore year.

John Edgar Baublitz Pi Lambda Sigma Awards The income from a fund initiated by John Eberhardt Baublitz in honor of his father, John Edgar Baublitz (1929) who was the first president of the Gamma Chapter of Pi Lambda Sigma, is given annually to a senior major in economics, a senior major in management, and a senior major in political science.

Anna Marie Budde Award The income from a bequest from Anna Marie Budde, Instructor and Assistant Professor of Voice 1953-1972, is given to the outstanding sophomore voice student.

Romeo M. Capozzi Athletic Training Room Award The income from a bequest from Rose Ann Capozzi in memory of her late husband, Romeo M. Capozzi, is given to the student who has demonstrated the greatest degree of proficiency in Athletic Training Room techniques.

Oscar W. Carlson Memorial Award

The income from a fund, contributed by the family of Oscar W. Carlson (1921), is given to a senior who demonstrates excellent academic achievement through his or her junior year in three or more courses in the Department of Religion, including two courses above the 100-level.

John M. Colestock Student Leadership Award

The award, contributed by family and friends, is given to the senior student whose optimism, enthusiasm, and strength of character have provided exceptional leadership in student affairs.

Malcolm R. Dougherty Mathematical Award

The income from a fund, contributed by the Columbian Cutlery Company, Reading, Pennsylvania, in memory of Malcolm R. Dougherty (1942), is awarded to the student who had the highest average in mathematics during his or her first year of college and who is working to earn part of his or her college expenses.

Margaret E. Fisher Memorial

Scholarship Award The income from a fund, contributed by Dr. Nelson F. Fisher (1918) in memory of his mother, is awarded to a student who excels in one or more major sports and who achieves the highest academic average among winners of varsity letters.



Lena S. Fortenbaugh Memorial Prize

The income from a fund, established by the children of Lena S. Fortenbaugh (M.A. 1925) and Robert Fortenbaugh (1913), Professor of History at the College from 1923-1959, is awarded to the senior selected by the German Department on the basis of outstanding achievement in the study of German language and culture.

Holly Gabriel Memorial Award A fund established by the friends and classmates of Holly Gabriel (1978) provides a memento and notation on a plaque in the office of the Sociology and Anthropology Department to a senior sociology major selected by the department who demonstrates superior academic achievement, concern for the welfare of others, and the intent to continue this service beyond graduation.

Samuel Garver Greek Prize The income from a fund, contributed by the Rev. Austin S. Garver (1869) in memory of his father, is awarded to the student who has made the greatest progress in Greek during the first year of college.

Samuel Garver Latin Prize The income from a fund, contributed by the Rev. Austin S. Garver (1869) in memory of his father, is awarded to the student who has made the greatest progress in Latin during the first year of college.

Graeff English Prize The income from a fund established in 1866 is awarded to a senior selected by the English Department on the basis of outstanding achievement in the work of that Department.

David H. Greenlaw Memorial Prize The income from a fund, contributed by Mr. and Mrs. Ralph W. Greenlaw in memory of their son, David H. Greenlaw (1966), is awarded to the student who has offered exceptional contributions to the College's theatre program.

Edwin T. Greninger Award in History The income from a fund contributed by Edwin T. Greninger (1941) and a certificate are awarded to a student selected by the History Department on the basis of the quality of the student's paper written for any of the courses in the department.



John Alfred Hamme Awards Two awards, established by John Alfred Hamme (1918), are given to the two juniors who have demonstrated in the highest degree the qualities of loyalty, kindness, courtesy, true democracy, and leadership.

Dr. Carl Arnold Hanson, President Emeritus, Leadership Award The income from a fund contributed by his wife, Anne Keet Hanson, friends and alumni, in honor of Dr. Carl Arnold Hanson, President of Gettysburg College from 1961-1977, is awarded to a student who has achieved at least a 3.0 average in

his/her major through the middle of the junior year and has demonstrated significant leadership abilities in one or more areas of college life as determined by the faculty.

Henry W. A. Hanson Scholarship Foundation Award The income from a fund, contributed by College alumni in honor of Henry W. A. Hanson and in recognition of his leadership of and distinguished service to Gettysburg College and to the cause of education in the Lutheran Church and the nation, is awarded to a senior who plans to

enter graduate school in preparation for college teaching. The student must have taken the Graduate Record Examination. If the senior chosen cannot accept, the next qualified candidate is eligible, and if no member of the senior class is chosen, a committee may select a member of a previous class.

Harry C. and Catherine Noffsinger Hartzell Award The income from a fund, contributed by James Hamilton Hartzell (1924) in memory of his parents, is awarded to the outstanding junior student in the Department of Sociology and Anthropology. The selection of co-recipients may be made at the discretion of the Department.

James Boyd Hartzell Memorial Award The income from a fund, contributed by James Hamilton Hartzell (1924) and his wife, Lucretia Irvine Boyd Hartzell, is awarded to a junior student majoring in economics or in management for outstanding scholarship and promise in these fields. The selection of co-recipients may be made at the discretion of the Departments of Economics and Management.

James Hamilton and Lucretia Irvine Boyd Hartzell Award The income from a fund, contributed by James Hamilton Hartzell (1924) and his wife, is awarded to a sophomore student for outstanding scholarship and promise in the field of History.



The selection of co-recipients may be made at the discretion of the History Department.

Mildred H. Hartzell Prize The income from a bequest from Mildred H. Hartzell (1926) is awarded to a student who shows high quality in more than scholarship with preference being given to a member of Alpha Phi Omega, the national service fraternity, or other such organizations as may reflect similar quality and ideals.

Hassler Latin Prize The income from a fund, contributed by Charles W. Hassler, is awarded to the best Latin student in the junior class.

John A. Hauser Meritorious Prize in Business The income from a fund, contributed by the family of John A. Hauser, is awarded to an outstanding Management major who has achieved excellence in both academic studies and campus leadership while demonstrating good character and concern for high moral standards.

The Grace C. Kenney Award A financial award honoring Grace C. Kenney, an educator for 39 years at Gettysburg College, is to be given to a junior or senior student selected by the combined staff of the Health and Physical Education Department and the athletic programs. First preference will be given to a student who has participated in Health and Physical Education studies, intramural and athletic programs, and has demonstrated the highest academic accomplishments and leadership skills.

Rev. George N. Lauffer (1899) and M. Naomi Lauffer (1898) Scholarship Award The income from a fund is given each year to a junior who has maintained high scholarship and who evidences outstanding ability and character. It is understood that the recipient will complete the senior year at Gettysburg College.

J. Andrew Marsh Memorial Awards The income from the fund is presented each year to the sophomore and junior students of Gettysburg College who best exemplify the "whole person" concept through positive attitude, exceptional spirit, high standards, and notable achievement, both curricular and extracurricular.

Miller First Year Student Prize in Physics The income from a fund, contributed by alumni and friends of the College in memory of George R. Miller (1919), is awarded to a

sophomore for outstanding performance in physics as a first year student. The selection of the recipient may be made at the discretion of the Physics Department.

Miller Senior Prize in Physics The income from a fund, contributed by alumni and friends of the College in memory of George R. Miller (1919), is awarded to a senior for sustained outstanding performance in physics. The selection of the recipient may be made at the discretion of the Physics Department.

Franklin Moore Award The income from a fund, contributed by the friends of Mr. Moore, is given to the senior who, during his or her undergraduate years, has shown the highest degree of good citizenship and, by character, industry, enterprise, initiative, and activities has contributed the most toward campus morale and the prestige of the College.

Muhlenberg First Year Student Prize The income from a fund, contributed by Dr. Frederick A. Muhlenberg (1836), is awarded to the first year student taking Greek or Latin who attains the highest general quality point average.

Muhlenberg Goodwill Prize A certificate is awarded to a senior student "For growth during formative years at Gettysburg

College in awareness of personal responsibility for the welfare of all peoples; for a degree of achievement in same during College years and in the hope of future accomplishment for betterment of Community, State and Nation."

William F. Muhlenberg Award The income from a fund is awarded to two juniors on the basis of character, scholarship, and proficiency in campus activities.

Nicholas Bible Prize The income from a fund, contributed by the Rev. Dr. J. C. Nicholas (1894), is awarded to the senior who has done the best work in advanced courses in religion.

Clair B. Noerr Memorial Award An inscribed medal, established by Constance Noerr (1958) in memory of her father, is awarded to a senior on the basis of proficiency in athletics, scholarship, and character.

Dr. John W. Ostrom Composition Awards The income from a fund, contributed by Dr. John W. Ostrom (1926), is awarded to the student who achieves excellence and demonstrates the greatest improvement in first year composition (English 101) and to the student who achieves excellence and demonstrates the greatest improvement in advanced composition (English 201).

Dr. John W. Ostrom English Award The income from a fund, contributed by Dr. John W. Ostrom (1926), is awarded to the student who has, in the judgment of the members of the Department of English, written the best expository essay for an upper level English course.

Vivian Wickey Otto Award An award, contributed by Vivian Wickey Otto (1946) through the Woman's General League of Gettysburg College, is given to a student at the end of his or her junior year who plans to enter full-time Christian service work.

Keith Pappas Memorial Award Notation on a plaque in the Office of the Dean of the College and a certificate is given annually as a memorial to Keith Pappas (1974), an honors graduate who made an extraordinary contribution to the life of this College and its people. This award is to be given to a current student who most significantly affects the College community through the quality of his or her participation in its functions and whose divergent contributions give form to what is called Gettysburg College.

Jeffrey Pierce Memorial Award The income from a memorial fund established in honor of Jeffrey Pierce (1971), is awarded annually to a senior who, in the judgment of the Department, has reached the highest level of achievement in the field of history.

Martha Ellen Sachs Prize The income from a fund, contributed by John E. Haas in memory of his aunt, a Lecturer at the College, is awarded to a student exhibiting excellence in English composition, with consideration given to improvement made during the year.

The Captain Michael D. Scotton (1982) Award The income from a fund, established by David R. and Sally R. Scotton, parents of Michael D. Scotton, is awarded to a junior student who demonstrates a high degree of extracurricular activity and diligence to his/her academic work. The recipient will be selected in consultation with the Head Coaches of Women's and Men's Cross Country, Women's and Men's Track, and the Athletic Director.

Stine Chemistry Prize The income from a fund, contributed by Dr. Charles M. A. Stine (1901), is awarded to a senior chemistry major on the basis of grades in chemistry, laboratory technique, personality, general improvement in four years, and proficiency in chemistry at the time of selection.

Earl Kresge Stock Writing Prizes The income from a fund, contributed by Earl Kresge Stock (1919), is awarded to the three students who write the classroom papers judged best in the areas of the humanities, the sciences, and the social sciences.

Samuel P. Weaver Scholarship Foundation Prizes Prizes established by Samuel P. Weaver (1904) are awarded to the two students writing the best essays on an assigned topic in the field of constitutional law and government.

Earl E. Ziegler Junior Mathematics Award The income from a fund, contributed by Phi Delta Theta Alumni, is given in honor of Earl E. Ziegler, Associate Professor of Mathematics at Gettysburg College from 1935-1968, to the mathematics major who has the highest average in mathematics through the junior year.

Earl E. Ziegler Senior Mathematics Award The income from a contribution by Earl E. Ziegler, Associate Professor of Mathematics at Gettysburg College from 1935-1968, is awarded to the mathematics major who has achieved the highest average in mathematics through the senior year.

Edwin and Leander M. Zimmerman Senior Prize The income from a fund is given to the senior whose character, influence on students, and scholarship have contributed most to the welfare of the College.

John B. Zinn Chemistry Research Award The income from a fund, contributed by Frances and John Zinn in honor of John B. Zinn (1909), who was Professor of Chemistry at the College from 1924-1959, is awarded to the senior

making the greatest contributions in his or her own research in Chemistry and to the research activities of the Chemistry Department.

Unendowed

Charles W. Beachem Athletic Award The Department of Health and Exercise Sciences presents a trophy in memory of Charles W. Beachem (1925), the first alumni secretary of the College. Based on character, scholarship, and athletic achievement, the award is given to a senior student.

C. E. Bilheimer Award Notation on a plaque and a memento are given to the senior major in health and exercise sciences with the highest academic average.

Esther Brandt Chemistry or Biology Award An award, contributed by Mr. and Mrs. Walter Brandt and Ms. Loel Rosenberry in honor of Esther Brandt, is given to a junior or a senior who has demonstrated academic excellence through the highest grade point average in the declared major of Chemistry or Biology.

Archie and Flo Butler English Award An award, contributed by Mr. and Mrs. Walter Brandt and Ms. Loel Rosenberry in honor of Archie and Flo Butler, is given to a junior or senior with a declared English major who has demonstrated academic excellence through the highest grade point average in English.

Delta Phi Alpha Prize A book on German culture is awarded to the outstanding student for the year in the German Department.

Anthony di Palma Memorial Award An award, established by the family of Anthony di Palma (1956), provides a book to the junior having the highest marks in history. Other things being equal, preference is given to a member of Sigma Chi fraternity.

Dwight D. Eisenhower Society/R. M. Hoffman Family Memorial Prize in Economics The income from a fund, provided by the R. M. Hoffman Family Memorial Trust through the Dwight D. Eisenhower Society in memory of Gettysburg businessman, R. M. Hoffman, is awarded annually to the student writing the best quantitative paper or project (with public policy implications) in economics.

Dwight D. Eisenhower Society/R. M. Hoffman Family Memorial Prize in Management The income from a fund, provided by the R. M. Hoffman Family Memorial Trust through the Dwight D. Eisenhower Society in memory of Gettysburg businessman, R. M. Hoffman, is awarded annually to the outstanding senior in each of the Management Department's four concentrations.

Julius Eno Physics Prize An award, contributed by Julius Eno, Jr., is awarded to the outstanding junior majoring in physics.

French Cultural Counselor's Award A book presented by the Cultural Counselor of the French Embassy is awarded to a senior for outstanding achievement in French.

Gettysburg College Award in Athletics An award is given by the President of the College to a student who excels in one or more major sports and who achieves the highest academic average among winners of varsity letters.

Gettysburg College Award in History An award is given by the President of the College to the senior who, in the judgment of the Department, has reached a high level of achievement in the field of history.

Gettysburg College Senior Prize A certificate is awarded by the President of the College to a senior student who exemplifies commitment to community and concern for the welfare of others during the student's years at Gettysburg College and who shows promise of future accomplishment in support of Community, State, and Nation.

Gettysburg College Student Leadership Award An award is given by the President of the College to a senior student whose enthusiasm, energy, and contributions in student affairs demonstrated outstanding leadership.

Frank H. Kramer Award The award is given by Phi Delta Theta fraternity, in memory of a former Professor of Education, to a senior for the excellence of his or her work in the Department of Education.

Pennsylvania Institute of Certified Public Accountants Award This award, sponsored by the Pennsylvania Institute of Certified Public Accountants, is presented to a senior selected by the faculty of the Management Department who has demonstrated excellence in the area of accounting and who, by participation in campus activities, shows qualities of leadership. Eligibility for this award is based on the satisfactory completion of a substantial number of accounting courses.

Psi Chi Award The award is given to a senior psychology major, in the spring of his or her senior year, who shows promise in the field of psychological endeavor. Other things being equal, preference is given to a member of Psi Chi.

Psi Chi Junior Award An award is given to a senior psychology major who has displayed outstanding potential and initiative throughout his or her junior year.

Sigma Alpha Iota College Honor Award

Sigma Alpha Iota, an international music fraternity, gives an award each year to a student in the local chapter who has exemplified the highest musical, scholastic, and ethical standards, whatever the class standing. Contributions to the local chapter of Sigma Alpha Iota and participation in Music Department activities are important criteria for selection.

Sigma Alpha Iota Honor Certificate

Sigma Alpha Iota annually awards in each chapter an honor certificate to the graduating senior who holds the highest academic average among music majors.

Dr. George W. Stoner Award The income from a fund is awarded to a worthy senior accepted by a recognized medical college.

Student Life Council Award

A certificate is awarded to a student in recognition of the quiet influence he or she has exerted for the improvement of the campus community.

Wall Street Journal Student

Achievement Award The award of a paperweight and a year's subscription to the *Wall Street Journal* are presented to a senior in the Department of Economics and to a senior in the Department of Management who have shown outstanding academic achievement in the study of finance and economics.

Charles R. Wolfe Memorial Award

An award is given by Alpha Xi Delta to a graduating senior on the basis of scholarly endeavor, warmth of personality, and dedication to the College.

Marion Zulauf Poetry Prize

The income from a fund, established at The Academy of American Poets by Sander Zulauf (1968) in memory of his mother, is presented annually to that student who writes the winning entry in a poetry contest sponsored by the Department of English.

Chartered in 1832 for the express purpose of exerting "a salutary influence in advancing the cause of liberal education," Gettysburg College is a community committed to the discovery, exploration, and evaluation of the ideas and actions of humanity and to the creative extension of that heritage. Gettysburg College cherishes its place in history as the oldest existing college affiliated with the Lutheran Church in America and intends to continue that church relatedness. By intent also, Gettysburg College is nonsectarian in its instruction and strives to serve students of all faiths.

To meet its commitment, Gettysburg College seeks foremost to establish and maintain an environment of inquiry, integrity, and mutual respect. In this setting, the College creates opportunities for students to learn specific intellectual skills and to strive for breadth of understanding. A rigorous program of undergraduate learning in the arts and sciences is complemented by student and religious life programs designed to challenge and enrich the academic experience.

Gettysburg College considers its purpose fulfilled if its students grow as critically informed, humane, and creative individuals and continue to grow in these qualities after they have left Gettysburg.

The Academic Program

At the heart of Gettysburg College is the academic program which stresses logical, critical thinking and clear writing and speaking.

Through a curriculum that derives its coherence from the traditions of liberal education, faculty introduce students to the assumptions and methods of a representative variety of academic disciplines in the sciences, the social sciences, and the humanities. Students are encouraged not only to specialize but also to broaden their understanding of the past and present intellectual, social, and cultural contexts within which knowledge lives. The academic program is designed to provide more than skills and intellectual perspective; it places these in a context of humane values such as open mindedness, personal responsibility, and mutual respect.

The Gettysburg faculty is dedicated to the goals of liberal learning, committed to professional development that serves and exemplifies those goals, responsible for periodic review of the curriculum, and eager to teach and learn with students in an open and trusting exchange.

Gettysburg's academic program can reach its full potential only if our students continue to have the ability and the inclination to profit from an intense liberal arts experience.

The academic environment is further enriched when such students come from many socioeconomic and ethnic backgrounds.

With a coherent curriculum, an able and dedicated faculty, and students committed to learning, the academic program seeks to free students from narrowness and provincialism and to free them for the joys and benefits of conscious intellectual strength and creativity. Gettysburg wants its students to learn a wise skepticism and a sense of human fallibility, to acquire new interests and orientations through liberating experiences of change and growth, and to learn to use the skills, knowledge, and values of a liberal education in an unending but satisfying search for wisdom and fullness of life.

The College Life Program

Students entering college are interested in discovering who they are. Because students often face critical decisions about personal values, occupational choices, and role identities during their college years, the college life program seeks to provide opportunities for resolution of these important matters. To assist students in weighing available options and making decisions, the college life program offers, for example, psychological and career counseling

and informal seminars on a variety of topics. Personal contact with Gettysburg's faculty and administration provides the attentive student with a wide range of role models to contemplate. Gettysburg's annual lecture series further expands students' horizons.

The College also reveals its commitment to the total development of its students by encouraging them to play an important role in establishing and enforcing the conditions of campus life. Students supervise the academic Honor Code; students participate on certain trustee, faculty, and College planning and policy-making committees; and students fund and control many student activities.

To supplement what students learn through living on campus and participating in student development programs, the College provides a full and varied extracurricular program. This program encourages students to develop leadership skills by working in student government; to deepen their appreciation for the arts by participating in concerts, dramatic productions, and other performances; to sharpen their writing and speaking skills by contributing to College publications or broadcasts; and to enjoy the mental and physical self-discipline required by competition in intercollegiate, intramural, and recreational athletics.

The Religious Life Program

Gettysburg College works in partnership with five of the Synods in Region 8 of the Evangelical Lutheran Church in America. These relationships and, more specifically, the campus religious life program, nurture intellectual values and give opportunities for the examination of spiritual and moral values, and for commitments by those who choose to make them.

The religious life program of the College is designed to meet the needs of this religiously heterogeneous community to worship, to study, and to serve. Chaplains, although they are employed by the College and report directly to the President, are called to this service by the Synods of the Church. They assume primary responsibility for corporate worship, counsel students and other campus personnel, help students and faculty plan programs to explore theological issues and to reach out to those in need, facilitate the work of local churches and denomination groups on the campus, and speak prophetically to issues of human justice when College values and College practice seem to diverge.

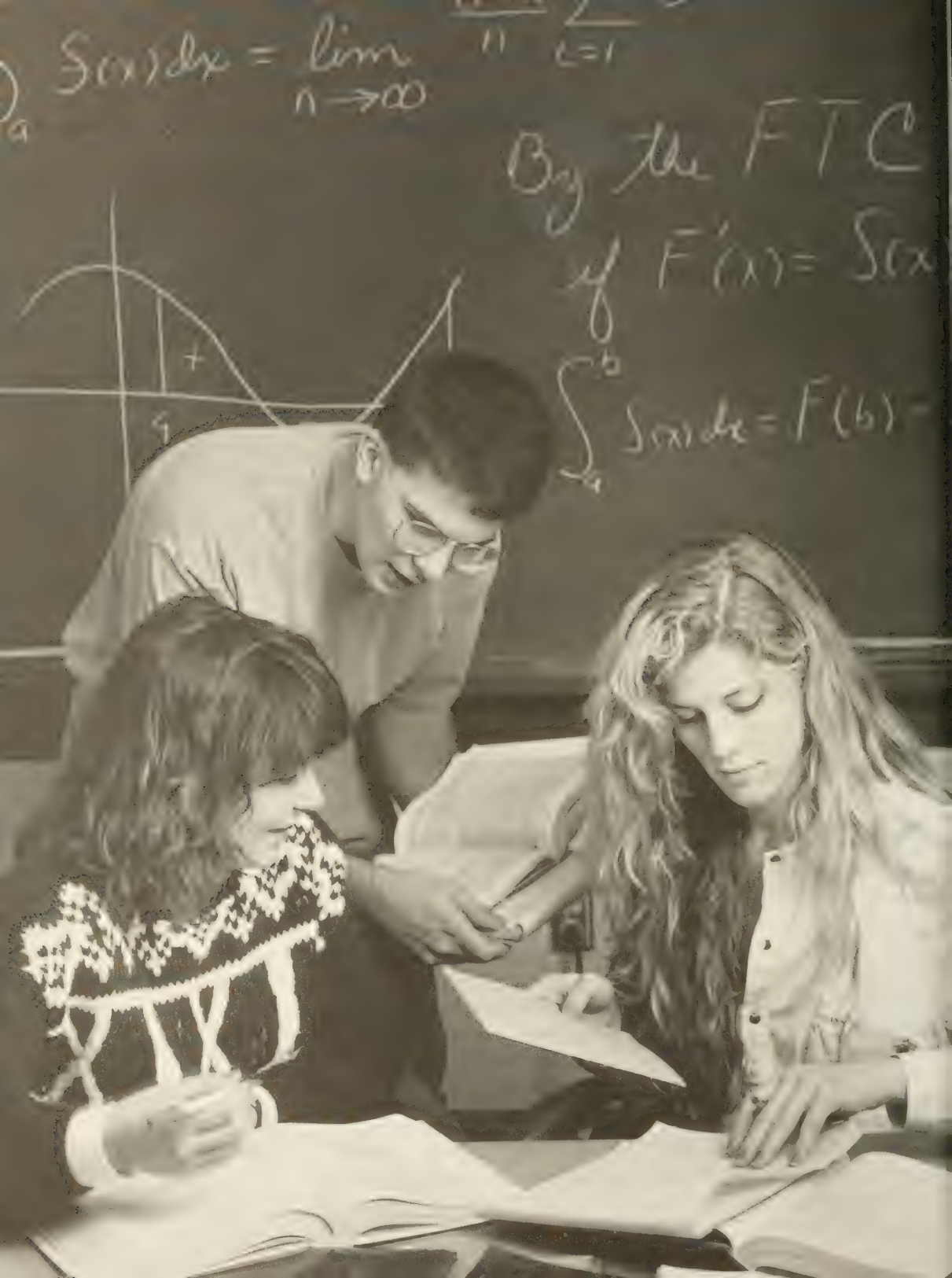
Gettysburg College best serves the Church through its performance as a superior educational institution in which the Church's commitments and practices may be tested.

Summary

Through its academic program, its college life program, and its religious life program, then, Gettysburg College provides for the development of the young adult as a whole person—intellectually, socially, emotionally, physically, and spiritually.

*Approved by the Gettysburg College
faculty: October 8, 1981*

*Approved by the Gettysburg College
Board of Trustees: December 5, 1981*



$$\int_a^b f(x) dx = \lim_{n \rightarrow \infty} \sum_{i=1}^n \frac{b-a}{n} f(x_i^*)$$

By the FTC
if $F'(x) = f(x)$

$$\int_a^b f(x) dx = F(b) - F(a)$$



GETTYSBURG

Courses
of Study

Each year the registrar's office issues a listing of courses to be taught during the fall and spring semesters and the times they will be taught. Students should consult this announcement of courses to obtain the most current information about course offerings since the College does not offer every course listed in the following pages each year.

Usually, courses numbered 100-199 are at a beginning level. Intermediate courses are numbered 200-299. Courses numbered 300-399 are at an upperclass level. Courses numbered 400 and above are advanced seminars, internships, and individualized study.

Courses which are listed with two numbers, e.g., Art 111,112, span two semesters. For courses separated by a hyphen, the first numbered course must be taken as a prerequisite for the second. Where the two numbers are separated by a comma, either of the semesters of the course may be taken independently of the other.

The college and distribution requirements for the BA and BS degrees are listed on page 22 and for a B.S. in Music Education on page 39. Courses to meet the distribution requirements are offered in various departments.

Following is a listing of the courses that satisfy each of the distribution requirements. The department introductions and course listings on the following pages indicate to a greater degree the specific courses which fulfill certain requirements.

Requirements Courses that fulfill the requirement

Writing Proficiency	English 101 (or exemption by examination).
First Year Colloquy	First Year Colloquy (FC 100), or First Year topic seminars taught by professors from various departments.
Foreign Language	French 201-202, 205; German 202; Greek 202; Japanese 202; Latin 202 or 203; Russian 202; Spanish 202, 205.
The Arts	Art (any course in history and theory except <u>History of Cinema</u>); English 205; IDS 267; Music 101 through 110, 141, 244, 313, 314 or four semesters of applied music instruction with departmental permission. Theatre Arts (any course except ThA 214, 328, 329).

Health and Exercise Sciences	HES 107 and any HES quarter course.
History/Philosophy	Classics 121, 122, 251, 252; French 311, 312; German 311, 312; Spanish 310, 311; IDS 202, 206, 211, 227, 228; Latin American Studies 140, 261; History (all courses except Hist 300); Philosophy (all courses). Religion 220, 221.
Literature	African American Studies 216, 217; Classics 262, 264, 266; French, German, Greek, Latin and Spanish Literature, but not language or civilization courses; IDS 103, 104, 225, 235, 237, 238, 241, 246, 247, 249; English (all courses except Eng. 101, 201, 203, 205, 206, 209, 305 and courses in speech and most theatre arts). Theatre Arts 214, 328, 329. Women's Studies 216, 217, 219, 351.
Natural Science	Biology 101,102 or 101,112; Chemistry 101,102 or 111,112; Astronomy 101,102; Physics 103,104,101,102 (or 111), or 111,112.
Religion	Religion (all 100- & 200-level courses) AAS 224 and IDS 267.
Social Sciences	Anthropology (all courses); Economics 103,104; Lat Amer Studies 267; Political Science 101, 102, 103, 104; Psychology 101; Sociology (all courses except Sociology 302, 303).
Non-Western Culture	African American Studies 130, 233; Anthropology (all courses except Anth 102); Art 227, 228; Economics 326, 337, 338; French 331; Hist 221, 222, 271, 272, 278, 321, 322; IDS 227, 228, 235, 237, 238, 312; Jpn 140, 150, Music 102; Political Science 270, 271, 362, 363; Religion 108, 241, 242, 248, 249, 250, 255; Sociology 219; Women's Studies 219.

First Year Colloquy

Professor Lisa Portmess, Director

This required seminar employs common requirements and content for all first year students and is designed to strengthen reasoning, writing, and speaking skills. Using a multi-disciplinary theme as a focus, students analyze readings, films, and other presentations through intensive writing and discussion. Previous themes for the Colloquy were "Social Justice," "Revolution," "Knowing," and "Trading Eyes: Exploring Alternative Visions." The current theme is "Angles Of Vision On Contemporary Issues."

Over 30 instructors from a wide variety of disciplines teach the Colloquy in sections of no more than 16 students each. Students take the Colloquy in either the fall or spring term of their first year at the College.

African American Studies

African American Studies Program Advisory Council
Professors Barnes, Berg, Chiteji (Coordinator),
Dawes, Forstater, Gondwe, Johnson, Michelman,
Acting Associate Provost Hinrichs (Spring 1995),
Dean Johnson (Intercultural Resource Center)

Overview

African American Studies is an interdepartmental program which focuses on an examination and analysis of African American experiences, institutions and perspectives. (African American Studies is here broadly defined as the study of peoples of Africa and the African diaspora). Gettysburg College offers courses in African American Studies for all students wishing to become aware of the history, cultures and societies of Black people worldwide. These courses are offered in a variety of academic departments and taught by persons with interest and background in African and African American Studies. Subject to the approval of the Coordinator of African American Studies students can declare African American Studies as a special major or minor field of concentration.

The African American Studies Program emphasizes the social sciences and humanities, and may include a range of courses as well as opportunities for independent and off-campus study.

Requirements and Recommendations

The Program offers a minor field of concentration and a special major in African American Studies. Students wishing a minor field of concentration are

required to complete six courses which must include African American Studies 130 and 400. Four others may be taken from any of the following: African American Studies 216, 217, 233; History 238, 271, 272; Economics 326, 337, 338; English 250, 252, 349; I.D.S. 235, 312; Music 102 and Political Science 263.

Students may also elect to have a special major in African American Studies which can be done in cooperation with Interdepartmental Studies. Those wishing a special major should consult the Coordinator of the program.

Students with a minor or a special major of concentration in African American Studies are able to go to law school, medical school, and graduate school in varied disciplines, or may obtain employment in business, education, government, and social service organizations. Others may choose to maintain their involvement with African and African American concerns and causes.

Distribution Requirements

The following courses meet the distribution requirement in non-Western Culture:
African American Studies 130, 233, 400

Course Offerings

African American Studies

130 Introduction to African American Studies.

Considers the African American within the broader context of the African diaspora. Students are introduced to a broad range of themes in their historical context, from the African origin to the formation of African American societies and cultures in the African diaspora. Other themes include: the enslavement of Africans, the rise and fall of slavocracy, and the era of the Civil Rights struggles.

Mr. Chiteji

217 Slavery and the Literary Imagination. Study of various forms of discourse on American chattel slavery—authentic emancipatory narratives written by ex-slaves; slave narratives recorded by WPA writers; socio-historical essays; neo-slave narrative written by contemporary novelists; poetry, ballads, spirituals and folklore. Students will examine the experiences of the middle passage, chattel slavery, and emancipation as it has been described by African American writers. This course will include primary works by Olaudah Equiano, Frederick Douglas, Harriet Jacobs, Octavio Butler, Sherley Anne Williams, Charles Johnson, Toni Morrison, David Bradley, and Ernest Gains.

Ms. Barnes

233 Southern African: History, Conflict and Change.

This course introduces students to a dynamic and yet conflict-ridden part of the African continent. It also provides students with the historical context which would enable them to view the infolding events in the region in their proper perspective. The course starts with the characteristics of the pre-colonial societies and the nature of their early contact with the European settlers in the 17th century, the triumph of the white immigrants over the indigenous Africans, the emergence of South Africa as a regional economic power, and the social contradictions that have come to characterize what is now called the Republic of South Africa. A subject of special attention will be the internal and external opposition to racial oppression.

Mr. Chiteji

247 African American Traditional Music. A study of the history of African American musical traditions, beginning with a brief survey of their African antecedents, and covering both the spirituals and secular music of the slavery period, work songs, ballads, the blues, ragtime and jazz, gospel music, rhythm and blues, and the beginnings of rock 'n roll. The course will examine musical elements of these traditions, their meaning in a cultural context, the ways in which this music differs from white music and reflects an Afrocentric consciousness, and the influence this music has had on American music. Previous musical knowledge is not required for this course.

Mr. Winans

401 African American Studies Seminar. Topics will vary each year.

Mr. Chiteji

Independent Study An individual tutorial, research project, or internship requiring the permission of an instructor who will supervise the project. The instructor can supply a copy of a statement of departmental policy regarding grading and major credit for different types of projects. Either semester.

Staff

(Note: See appropriate departmental listings for descriptions of the following courses)

Economics 326 African Economic History

Economics 337 Political Economy of the African Diaspora

Economics 338 Economic Development

English 250 Harlem Renaissance and Chicago Renaissance

English 252 African American Literature since 1955

English 349 Major Contemporary African American Women Writers

History 238 African American History

History 271, 272 African History and Society

Interdepartmental Studies 235 Introduction to African Literature

Interdepartmental Studies 312 Ancient Egypt: Its Language, Literature, Art and History.

Music 102 World Music Survey

Music 110 Survey of Jazz

Political Science 263 The Politics of Developing Areas

Art and Art History

Professor Paulson

Associate Professors Agard, Trevelyan (*Chairperson*)

Instructor Small

Adjunct Professor Annis

Adjunct Assistant Professors Kain, Thrane

Adjunct Instructors Blair, Hanley, Ramos, and Winship

Overview

The art department has the following major objectives: (1) to educate the visual sensibilities beyond routine responses, toward an awareness of the visual environment around us, as well as cognition of works of art as the living past; (2) to study the historical cultural significance and aesthetic structure of architecture, painting, and sculpture, and the enduring dialogue between continuity and change; (3) to teach the history of art and the practice of art as separate but interrelated disciplines; (4) to provide the interested major with a curriculum which will give her or him a foundation for graduate or professional study leading to a career in high school or college teaching, to commercial art and industrial design, or as a professional painter, sculptor, or print maker.

The department offers to prospective majors a flexible program of study in interrelated studio and art history courses with potential majors in two areas, art history and studio art as well as a concentration in the visual arts, a fully integrated approach to both sides of the discipline albeit set within one major or the other. The department encourages students from disciplines other than art to select from both types of courses.

Requirements and Recommendations

To complete a **Major in Studio Art** students are required to take the following courses:

1) Art 141, 145, 146, and one of the following: 120, 210, 322, 335, or 318.

2) At least one course each in painting, print making, and sculpture.

3) Additional courses in at least two of the three disciplines listed in #2, or photography.

4) A minimum of two additional courses in the area of history and/or theory of art, 111 and 112. Students are encouraged to take additional courses in the discipline of their special interest and competence.

5) Participation in the senior show at the end of the second semester of the senior year.

Students intending to major in **Studio Art** are advised to take the following courses.

A) Art 141 and 145 in their first year of college if their interests will lead to an emphasis in painting and print making.

B) Art 141, 145, and 146 in their first year of college if their interests will lead to an emphasis in sculpture/painting or sculpture/print making.

C) Art 120 and 210 or 322 or 335 in the first year of college or in the sophomore year.

To complete a **Major in Art History** students are required to complete the following courses:

1) Art 111, 112, 120 and 400 plus a minimum of five additional courses in art history. These courses must include at least one course in either the ancient or medieval fields, one in either the Renaissance or Baroque fields, one in either the 19th century or modern fields, and one in a non-western field. They will be selected by the student in consultation with the adviser in order to meet his or her projected needs and to construct a coherent program.

2) Two basic studio courses in order to sharpen visual perception and foster an understanding of visual structure.

Students intending to major in **Art History** should take Art 111, 112, and 120 in the first year of college.

Requirements for the **Visual Arts Concentration** are as follows.

1) Art 141, 145 and 146 in the studio and Art 111, 112 and 120 in art history and theory.

2) Six other courses, three in the studio area and three in art history, including either Art 400 or participation in the senior show in the second semester of the senior year, depending upon their election of a major field. Students in the visual arts concentration may elect to participate in both.

To complete a **Minor in Studio Art** students are required to take the following courses.

1) Four studio courses.

2) Two art history and/or theory of art courses.

To complete a **Minor in Art History** students are required to take the following courses.

1) Art 120.

2) Three additional art history and/or theory of art courses.

3) One 100-level studio course.

4) One 200-level studio course.

N. B. Students minoring in either Art History or Studio Art should be reminded that no more than two 100-level courses are acceptable to fulfill the College's requirements for a minor.

Distribution Requirements

Any course in the area of history and theory of art may be counted toward the distribution requirement in arts, with the exception of History of the Cinema, which does not.

Special Facilities

A collection of approximately 45,000 color slides supports the teaching of art history and studio classes. Available to students is a corresponding collection of 20,000 opaque color reproductions of architecture, painting, and sculpture. The department also has video equipment and a growing library of tapes to support other teaching activities as well as a Centris computer and appropriate software for student work in computer assisted design. Regular trips to the museums of Washington, D.C., Baltimore, and Philadelphia, as well as art exhibits at the College, make possible the necessary contact with original works of art.

The department has presses for relief, surface, and intaglio print making. For sculpture it has both gas and electric welding equipment; air power tools for working in wood stone, and plastic; two kilns for ceramic arts; a small foundry for bronze casting; and heavy lifting beams and hoists.

The new 1,660 sq. foot Schmucker Hall Art Gallery displays as many as ten different exhibitions each year. Included in the gallery calendar are works by professional artists, a faculty show, a student show, the senior art major show, and theme and specially funded exhibitions.

History and Theory of Art

111, 112 Ideas and Events Behind the Arts

Introductory study of the visual arts from prehistoric times to the nineteenth century. Class will examine reasons for changes in the content, form, and function of two dimensional and three dimensional art. Exercises in visual analysis of individual works develop critical methods. Fulfills distribution requirement. *Juniors and seniors only by permission of the instructor.*

Ms. Small

120 Theory of the Visual Arts A course to give the liberal arts student a basic approach to visual experience. Class examines factors which relate to the making of art, functions of art, and viewer relationships with art including methods of analysis. In addition to class lectures and discussions, sessions of hand-on experience assist students in understanding the processes of making visual imagery. Fulfills distribution requirement in the arts. *Juniors and seniors only by permission of the instructor.*

Ms. Small

201 Arts of Ancient Greece and Rome An introduction to the painting, sculpture, and architecture of the classical world, focusing on cultural and intellectual differences between the people of these two civilizations as reflected in the arts of both. Fulfills distribution requirement in the arts. *Juniors and seniors only by permission of the instructor.*

Staff

202 Arts of the Middle Ages Survey of the arts of the Medieval period and their development from the Roman catacomb through the high Gothic cathedral. Analysis of art as a reflection of changing political and social conditions in Europe, with particular emphasis on liturgical arts in the Middle Ages. Fulfills distribution requirement. Recommended prior course: Art 111 or Art 201.

Mr. Ramos

205 The Arts of Northern Europe: A.D.1350-1575

An analysis of artistic developments in Northern Europe from late Gothic times through the turbulent period of the Reformation. The works of many artists including Jan Van Eyck, Claus Sluter, Hieronymous Bosch, Hans Holbein and Albrecht Durer will be explored to discover the ways in which social, political and intellectual developments are mirrored in the art of that period. Fulfills distribution requirement in Arts. *Prerequisite: Art 201 or any one-hundred level art history course or permission of instructor.* Alternate years. Offered Spring 1994.

Staff

206 European Painting 1700-1900 Introduction to eighteenth century painters in Italy, France, and England and their relationship to the Enlightenment. Major emphasis on the evolution of painting in France during the nineteenth century in relation to the changing social, political, and philosophical climate. Special attention will be given to impressionism and post-impressionism. Alternate years. Fulfills distribution requirement in the arts. *Prerequisite: Art 111 or Art 112 or Art 120 or Art 201 or permission of the instructor.*

Ms. Small

210 Twentieth Century European Painting Study of the schools and critical writings surrounding the major figures. Such movements as Art Nouveau, Nabis, Fauvism, Cubism, Futurism, German Expressionism, De Stijl, Dada, and Surrealism will be considered. Fulfills distribution requirement in the arts. Recommended prior courses: Art 111 or Art 112 or Art 120.

Ms. Small

215 German Art from Middle Ages to Today (See description for Fall Semester in Cologne, Germany under Department of German.)

217 History of Modern Architecture Study of the character and development of modern architecture and the contributions of Sullivan, Wright, Gropius, and Corbusier toward creating new environments for contemporary society. Fulfills distribution requirement in the arts. *Prerequisite: Art 111 or Art 112 or permission of the instructor.*

Ms. Thrane

221 Eighteenth and Nineteenth Century American Painting Survey of American painting from the Colonial Period to 1900, studied in relationship to developments in Europe, and with emphasis on the response of art to the changing social and technological environment in America. Alternate years. Fulfills the distribution requirement in the arts.

Ms. Small

227 Art of the First Nations of North America: Eastern Woodlands and Plains A survey of the arts created by the original inhabitants of North America living in the Eastern Woodlands and Plains regions, focussing on the cultural and religious traditions that formed the basis for most of the art created. Emphasis will be on developing an understanding of and appreciation for the fundamental differences between the arts and cultures of Native North American peoples and those of modern Western cultures, as

well as aspects of similarity. Fulfills the distribution requirements in the arts and non-western culture.

Ms. Trevelyan

228 Art of the First Nations of North America: The Far North and West A survey of the arts created by the original inhabitants of North America living in the Far North and the West, focussing on the cultural and religious traditions that formed the basis for most of the art created. Emphasis will be on developing an understanding of and appreciation for the fundamental differences between the arts and cultures of Native North American peoples and those of modern Western cultures, as well as aspects of similarity. Fulfills the distribution requirements in the arts and non-western culture.

Ms. Trevelyan

238 History of Cinema: 1919- Post World War II A survey of movie making from its inception as a medium to the Post World War II era. This course does not fulfill the distribution requirement in Arts or any requirements for the Studio or Art History major or minor.

Ms. Hanley

239 History of Cinema: Post World War II-Present A survey of movie making from the Post World War II era to the present. This course does not fulfill the distribution requirement in Arts of any requirements for the Studio or Art History major or minor.

Ms. Hanley

303 Painting, Sculpture and Architecture in the Italian Renaissance A survey of the visual arts during the centuries that, in many ways, mark the boundary between the ancient world and the modern one. The course will approach the arts of the period from this perspective. Many of the artists and monuments included are traditionally acknowledged to be among the finest in the history of art, including the works of Michelangelo, Leonardo da Vinci, Raphael, and Titian. A secondary focus of the course will be to question and explore the reasons why the art of this period is so acclaimed. Fulfills distribution requirement in the arts. *Prerequisite: Art 111 or Art 112 or Art 201 or permission of the instructor.*

Ms. Trevelyan

307 The Mannerist and Baroque Periods in European Art A study of painting, sculpture, and architecture in Europe from the first decades after the Reformation through their transformation under the impact of the Counter Reformation. Artistic developments in Italy will be discussed as well as allied

approaches in northern Europe and Spain. The works of some of the world's best known artists will be examined— including Bernini, Caravaggio, Rubens, Rembrandt, Vermeer, El Greco, Velasquez, and Poussin. Fulfills distribution requirement in the arts. *Prerequisite: Art 201 or any 100-level art history course or permission of instructor.* Alternate years.

Staff

318 Post-Modern Art A critical examination of the art forms and issues which identify the current post-modern phase of twentieth-century art. Past and current usages of the terms "modern" and "avant-garde" will be explored in the context of contemporary modes of visual expression, art criticism, communications technology and cultural pluralism. *Prerequisite: two courses in art history and/or theory or permission of the instructor.*

Mr. Kain

322 Painting in America Since 1900 Survey of twentieth-century painting. Two basic themes of the course are the changing social role painting as America's self-image develops and the aesthetic role of the eclectic process. Fulfills the distribution requirement in the arts. Recommended prior course: History 132.

Ms. Small

390, 391 Special Topics in Visual Arts Resources Management A 1/2 credit course designed to provide practical experience and expertise in the planning, installation and presentation of visual materials for the educational and aesthetic benefit of the general public as well as the academic community. These experiences will include art historical research, contracts and other legal requirements attached to the operations of an art gallery, marketing strategies, communications techniques and the design of exhibitions and associated publicity.

Mr. Annis

400 Seminar An advanced study of a specific issue in art history. Although the approach will vary to some extent according to the specific topic, common denominators will be a close examination and analysis of art objects and a thorough investigation of their historical and social background within the context of feminist art history and theory. Students will develop skills in advanced verbal and visual research, written and oral projects, and critiques. Topics will be selected according to interest in significant areas not otherwise covered in course offerings. Topics presently under consideration are: Feminist Art and Art History, Ruskin and the Nineteenth Century,

American Female Artists since 1945. Alternate years for one semester. *Prerequisites:* Minimum of three art history courses, at least one of which is a 300-level course, or permission of the instructors. This is also a core course in the Women's Studies Program. Majors and minors in Women's Studies are encouraged to participate.

Ms. Trevelyan, Ms. Small

Studio Courses The purpose of all studio courses is to sharpen the sense of sight; coordinate mind, hand, and eye; develop the ability to organize visual material; and to integrate the intuitive and rational into creative activity. Lectures accompany basic studio courses when necessary to relate theory and practice. The Lora Qually Hicks memorial fund, established by family and friends in honor of Lora Qually Hicks (Class of 1971), provides funds for the purchase of works created by Gettysburg students.

141 Introduction to Drawing An introductory course. Drawing from the model and controlled studio problems. Intended to promote coordination of the hand and the eye to achieve a degree of technical mastery over a variety of drawing tools. Emphasis will be placed on line quality, techniques of shading, negative-positive relationships, figure-ground relationships, form, structure, and an awareness of the total field. Offered fall semester only. *Open to first year students and sophomores only.*

Mr. Agard

145 Basic Design (two dimensional) An introductory course to help the student develop a capacity to think and work conceptually as well as perceptually, and to provide a basic discipline with which to organize a variety of materials into structural and expressive form. *Open to first year students and sophomores only.*

Mr. Agard, Ms. Hanley

146 Basic Design (three dimensional) An introductory course extending the basic disciplines of 141 into the third dimension. Projects introduce materials such as clay, plaster, wood, and metal. The intent of this course is to assist students in organizing three dimensional forms. *Open to first year students and sophomores only.*

Mr. Agard, Mr. Paulson

251 Introduction to Painting Development of a series of paintings according to a thematic image. Assigned problems are designed to introduce a variety of conceptual, procedural, and experimental possibilities. *Prerequisite:* Art 141 or permission of the instructor. Recommended course: Art 322.

Mr. Agard, Mr. Winship

252 Intermediate Painting Development of unique and experimental techniques, procedures, images, presentations, and textural applications. A series of paintings is developed. Alternative concepts and methodology are discussed. Students are referred to works by artists who have related aesthetic interests. *Prerequisites:* Art 141 or permission of the instructor or Art 251.

Mr. Agard

255 Introductory Printmaking An introductory course in printmaking. The creative process as conditioned and disciplined by the intaglio techniques. Discussion of past and contemporary methods, and the study of original prints. *Prerequisites:* Art 141 or permission of the instructor.

Mr. Paulson

256 Printmaking Also an introductory course in printmaking. Experimental work primarily concentrating on lithography, serigraphy, and cameo techniques. *Prerequisite:* Art 141. Recommended course: Art 145.

Mr. Paulson

261 Introductory Sculpture An introduction to the fundamentals of three dimensional forms and modes of expression involving creative problems in the organization of space, mass, volume, line, and color. Correlated lectures and demonstrations will be used to acquaint the student with those aspects of sculptural history and theory relevant to studio projects. This course is intended for the general student as well as the art major. *Prerequisite:* Art 146 or permission of the instructor. Recommended course: Art 335.

Mr. Paulson

262 Sculpture A program of studio projects (arranged by the instructor and the student) concerned with developing an individual approach to three dimensional form, with concentration in directly fabricating techniques involving a series of experiments in spacial organization. *Prerequisites:* Art 146 or permission of the instructor, and Art 261. Recommended course: Art 335.

Mr. Paulson

263 Ceramics An introduction to earth (clay), the most basic of materials as a medium for personal three-dimensional expression. The material will be approached as a tectonic structural medium as it is used by the potter but in an intellectual and poetic sculptural application.

Mr. Paulson

265 Photography An introductory course in photography with a concentration on camera usage, design theory, and darkroom techniques as tool of the Black and White creative process. Additional emphasis on origins, evolution and relationship of the photographic image to contemporary materials and methods. *Prerequisite* Art 141 or 145 or *Permission of instructor*.

Mr. Blair

341 Intermediate Drawing Intermediate studio problems: emphasis on drawing concepts and the development of individual student concerns in a series. *Prerequisites:* Art 141 or *permission of the instructor*, and Art 142. Offered spring semester only.

Mr. Agard

351 Advanced Painting Advanced studio problems: emphasis on painting concepts and the development of individual student concerns in a series. *Prerequisites:* Art 141 or *permission of the instructor*, Art 251, 252, 322. Offered odd years only.

Mr. Agard

355 Advanced Printmaking Experimental printmaking concentrating on personal development of one method and exploration. *Prerequisites:* Art 141 or *permission of the instructor*, and Art 255, 256.

Mr. Paulson

361 Advanced Sculpture Further exploration of individual three dimensional concerns with concentration in one media and technique. *Prerequisites:* Art 146 or *permission of the instructor*, and Art 261, 262, 335.

Mr. Paulson

Individualized Study

Provides an opportunity for the well-qualified student to execute supervised projects in the area of his or her special interest, whether studio or history. Repeated spring semester.

Staff

Biochemistry and Molecular Biology

Ralph Sorensen and William Parker, Coordinators

Biochemistry and Molecular Biology is an interdisciplinary program that studies the biology and chemistry of the structures and chemical reactions within cells by using contemporary methods of biochemical analysis, recombinant DNA technology, and molecular biology.

Students may earn a B.S. degree in Biochemistry and Molecular Biology by completing the following courses:

Biology 101: Introductory Biology
 Biology 112: Form and Function in Living Organisms
 Biology 309: Cell Biology
 Biology 310: Genetics
 Biology 351: Molecular Genetics
 Chemistry 111: Fundamentals of Chemistry
 Chemistry 112: Fundamentals of Chemistry
 Chemistry 203: Organic Chemistry
 Chemistry 204: Organic Chemistry
 Chemistry 305: Physical Chemistry
 Chemistry 317: Instrumental Analysis
 Chemistry 333: Biochemistry
 Chemistry (or Biology) 334: Biochemistry
 Mathematics 111: Calculus I
 Mathematics 112: Calculus II
 Physics 111: Mechanics and Heat
 Physics 112: Waves, Electricity, and Magnetism
 Biology 460 or Chemistry 460: Individualized Study - Research

Together with the Biochemistry and Molecular Biology Coordinators, the Biochemistry and Molecular Biology Committee (BMBC), consisting of faculty members in Biology and Chemistry, directs the program.

Individualized Study projects (Biology 460, Biology 461, Chemistry 460, or Chemistry 471) may be directed by any member of the BMBC. Otherwise, the project requires the approval of the BMBC.

Biology

Professors Cavaliere, Commito, Hendrix, and Mikesell
 Associate Professors Etheridge, Hiraizumi, Sorensen (*Chairperson*), and J. Winkelmann
 Assistant Professors Calabrese, Delesalle, Fong, and James
 Laboratory Instructors Hulsether, Price, Reese, H. Winkelmann, and Zeman

Overview

Courses in the department are designed to provide a foundation in basic biological concepts and principles, and the background necessary for graduate study in biology, forestry, medicine, veterinary medicine, dentistry, optometry, and other professional fields. Most courses in the department include laboratory work.

Requirements and Recommendations

The biology department offers both a Bachelor of Arts (B.A.) and a Bachelor of Science (B.S.) degree for the major.

B.A. requirements:

A minimum of eight biology courses, including Biology 101, 112, 309, and 310, are required of all majors. Internships are excluded. Beyond these four, no specific biology courses are required. Every program must include at least one course from each of two areas: plant biology (Biology 202, 204, 217, 218, or 300) and animal biology (Biology 201, 220, 223, 224, 227, 325 or 340). No single course may satisfy more than one area. This relative freedom permits the attainment of the different backgrounds required for various biological careers. Specialization at the expense of breadth, however, is discouraged. Students, in consultation with their advisers, should construct a broad, balanced curriculum. Biology 101 and 112 are prerequisites for all upper-level biology courses. Exceptions are made for those minoring in biology or by permission of the instructor.

Chemistry 111, 112 is required of all majors. It is desirable, but not essential, that Chemistry 111, 112 be taken in the first year. Physics 103, 104 (or Physics 111, 112) and Math 111 (or Math 105, 106) are also required.

B.S. requirements:

In addition to the courses noted above, the B.S. degree requires Individualized Study (Biology 460 or 461), and Chemistry 203-204.

A minor in biology includes Biology 101, 112 (or Biology 101, 102) and any other four courses in the department (provided that all prerequisites are met) which would count toward the major.

All courses taken to satisfy the requirements for the B.A. or B.S. degree or for the minor must be taken using the A-F grading system.

Distribution Requirements

The distribution requirement in laboratory science may be satisfied by Biology 101, 102 or Biology 101, 112.

Special Facilities

Greenhouse, herbarium, environmental chambers, animal quarters, aquarium room, electron microscopy

laboratory housing both scanning and transmission electron microscopes, research laboratories, and computing facility.

Special Programs

Dual-degree programs in forestry and environmental studies with Duke University, nursing with the Johns Hopkins University, and optometry with Pennsylvania College of Optometry (page 51). Cooperative programs in marine biology with Duke University and the Bermuda Biological Station for Research (page 48).

101 Introductory Biology Designed for science and non-science majors. Topics include cell chemistry; the structure and function of cells; respiration and photosynthesis; and genetics. The laboratory emphasizes the experimental nature of biological investigation. Three class hours and laboratory. *This course should be taken in the first or second year.*

Staff

102 Contemporary Topics in Biology Designed for non-science majors. The course covers selected biological topics and focuses on contemporary problems and their possible solutions. Three class hours and laboratory. *Prerequisite:* Biology 101.

Staff

112 Form and Function in Living Organisms

Designed for science majors. Functional design of plants and animals is emphasized. Aspects of evolution, phylogeny, and ecology are also covered. Three class hours and laboratory. *Prerequisite:* Biology 101.

Staff

201 Vertebrate Morphology Detailed examination of the origins, structures, and functions of the organ systems of vertebrates. Special attention is given to the evolution of major vertebrate adaptations. Three class hours and two laboratories. A student may not receive credit for both this course and HES 209. Alternate years. Offered 1993-94.

Mr. Winkelmann

202 Structural Plant Development Anatomical approach to the study of higher plant structures. The origin and differentiation of tissues and organs, environmental aspects of development, and plant anomalies are studied. Six hours in class-laboratory work.

Mr. Mikesell

204 Taxonomy of Flowering Plants Identification, classification, structural diversity, ecology, and evolutionary relationships of the angiosperms. The

course includes field work for collection and identification of local flora. Three class hours and laboratory-field work. Alternate years. Offered 1993-94.

Ms. Delesalle

215 Electron Microscopy Introduction to basic theory and practice of transmission and scanning electron microscopy, techniques of tissue preparation, and introduction to interpretation of animal and plant ultrastructure. Each student will be required to complete an independent project. Six hours in class-laboratory work. Laboratory fee: \$50.00. *Prerequisite:* Permission of the instructor.

Mr. Cavaliere and Mr. Hendrix

217 An Evolutionary Survey of the Plant Kingdom

Synopsis of embryo-producing plants, primarily liverworts, mosses, fern allies, ferns, and seed plants. Emphasis is on comparative morphology, adaptive diversity, and phylogeny. Six hours in class-laboratory work.

Mr. Mikesell

218 Biology of Algae and Fungi The study of algae (phycology) and fungi (mycology) in aquatic and terrestrial ecosystems with emphasis on their role in primary production and decomposition. Topics include the identification, morphology, reproduction, ecology, and phylogeny of these organisms. Culture techniques and the principles of plant pathology and medical mycology will also be considered. Six hours in class-laboratory work. Alternate years. Offered 1992-93

Mr. Cavaliere

220 Animal Embryology Survey of the phenomena and principles of animal development. Major attention is given to embryonic development in multicellular animals. Vertebrates are emphasized in the study of organ development. Six hours in class-laboratory work. Alternate years. Offered 1991-92.

Mr. Sorensen

223 Parasitology An introduction to the general principles of parasitism with emphasis upon the epidemiology, taxonomy, morphology, and physiology of the major groups of protozoan, helminth, and arthropod parasites of humans and other animals. Three class hours and laboratory.

Mr. Hendrix

224 Vertebrate Zoology

Introduction to the systematics, distribution, reproduction, and population dynamics of vertebrates. Field and laboratory emphasis on natural history, collection, and identification. Optional trip to

North Carolina. Six hours in class, laboratory, and field work.

Mr. Winkelmann

227 Invertebrate Zoology Biology of the major metazoan invertebrate groups with emphasis on adaptive morphology and physiology and on evolution. Six hours in class-laboratory work.

Mr. Fong

230 Microbiology Introduction to the biology of viruses, bacteria, fungi, and protists. Topics include morphology, taxonomy, reproduction, physiology, and ecology. Isolation, culture, environmental influences, identification, and biochemical characterization are emphasized in the laboratory. Three class hours and laboratory.

Mr. Hendrix

260 Biostatistics Designed for students in biology who plan to engage in individualized study and/or research. Topics include the nature of biological data and the statistical procedures to analyze them. Special attention given to experimental design and hypothesis testing. Three class hours and computer laboratory. A student may not receive credit for both this course and Mathematics 107, Psychology 205, Sociology 303, or Economics 241.

Mr. Hiraizumi

300 Physiology of Plant Adaptations Major structural systems, physiological processes, and adaptations of plants to their environment. Topics include growth regulatory substances, photoperiodic responses, water balance, nutrition, plant defense mechanisms, and the responses of plants to environmental changes. Three hours lecture and laboratory. Alternate years. Offered 1993-94.

Mr. Cavaliere

305 Ecology Principles of ecology, with emphasis on three levels of the biological hierarchy: organisms, populations, and communities. These levels are explored to understand the factors that determine the abundance and distribution of any species. The course includes a number of field trips. Three class hours and laboratory-field work. A student may not receive credit for both this course and Environmental Studies 211.

Ms. Delesalle

306 Marine Ecology Analysis of the ecology of marine systems. The open ocean, estuaries, salt marshes, beaches, mud and sand flats, seagrass beds, rocky shores, coral reefs, and deep sea will be examined. Problems of pollution, beach erosion, and

the management of declining fisheries will also be presented. Quantitative field work in a variety of coastal habitats will be conducted in North Carolina on a required field trip to Duke University Marine Laboratory and the Outer Banks barrier island chain. Three class hours and laboratory-field work.

Prerequisite: Environmental Studies 211 or Biology 305. Alternate years. Offered 1994-95.

Mr. Commito

309 Cell Biology Structure and function of eukaryotic cells. Topics include cell membranes, energy transduction, chromosomes and gene expression, the cell cycle, protein sorting, exocytosis and endocytosis, and selected specialized cell types. Three class hours and laboratory. *Prerequisite:* Chemistry 112.

Mr. Sorensen

310 Genetics Overview of principles of genetics. Topics include chemical nature of genes, Mendelian and non-Mendelian inheritance, gene regulation, genetic engineering, molecular evolution and population genetics. Three class hours and laboratory. *Prerequisite:* Biology 309.

Mr. Hiraizumi

314 Evolution Study of the transformation and diversification of populations through time. Topics include the history of life, adaptation, selection and population genetics, speciation and extinction, evolutionary innovations, and patterns of diversity. Three class hours and laboratory. *Prerequisite:* Biology 310. Alternate years. Offered 1994-95.

Ms. Delesalle

325 Animal Behavior

Study of animal behavior through readings, discussions, and field and laboratory observations. A wide range of phenomena will be considered, from simple reflex responses to complex social organizations. The role of behavioral adaptations in the biology of animal species will be emphasized. Three class hours and laboratory. Alternate years. Offered 1994-95.

Mr. Winkelmann

332 Immunobiology Introduction to the vertebrate immune system at the molecular, cellular, and organismal levels. Antibody structure, antigen-antibody interaction, the genetics of antibody diversity, the immune response, and the bases of self/non-self discrimination are emphasized. Three class hours and laboratory. *Prerequisites:* Biology 309. Alternate years. Offered 1994-95.

Mr. Sorensen

334 Biochemistry Detailed examination of primary and secondary metabolic pathways in microbes, plants, and animals. Similarities and differences between organisms will be thoroughly discussed. Application to metabolic disorders, viral/bacterial infections, and medical advances in the treatment of the above conditions will be incorporated into this course. Laboratory work includes an independent research project. *Prerequisite:* Biology 309. This course is cross-listed as Chemistry 334.

Ms. Holland

340 Comparative Animal Physiology Regulation of basic physiological processes in animals. Unifying principles will be studied using a comparative approach. Three class hours and laboratory. *Prerequisite:* Biology 309. A student may not receive credit for both this course and HES 210.

Ms. Etheridge

351 Molecular Genetics Study of the basic mechanisms of information storage and retrieval from DNA and RNA. Topics include genome organization and the regulation of gene expression in prokaryotes and eukaryotes; mechanism of DNA replication, repair, and recombination; molecular basis of cancer; and recombinant DNA technology. Three class hours and laboratory. *Prerequisite:* Biology 309, 310.

Mr. James

453 Individualized Study - Tutorial Independent investigation of a topic of special interest to the student directed by a faculty member familiar with the general field of study. May be used as preparation for enrollment in Biology 460. *Prerequisite:* Approval of the directing faculty member.

Staff

460 Individualized Study - Research Independent investigation of a topic of special interest to the student, normally including both literature and laboratory research, directed by a faculty member familiar with the general field of study. The results of the investigation will be presented to the department. Open to juniors and seniors. A single Individualized Study may be used toward one of the eight courses required for the B.A. degree. *Prerequisite:* Approval of both the directing faculty member and the department.

Staff

473 Individualized Study - Internship Independent internship experience under the direct supervision of professional personnel in a variety of biology-related areas. Internship may be arranged by the

department or the student. Must combine practical work experience with an academic dimension. Library research paper on a subject related to the experience is required. *Prerequisite:* Approval of both the supervisor and the department.

Chemistry

Professors Fortnum, Grzybowski, Parker
(Chairperson), and Rowland
Associate Professor Jameson
Assistant Professor Holland
Laboratory Instructors Boylan, Gregory, and Griffo

Overview

Each course offered by the department provides an opportunity for a concentrated study of the various principles of classical and contemporary chemical knowledge. From the introductory to the advanced courses, application is made of basic theories and methods of chemical investigation. The courses offered by the department utilize lectures, discussions, library work, on-line computer literature searching, computer-assisted instructional programs, videotapes/films, and laboratory investigations in order to emphasize the concepts that underlie the topics covered. Each course, as well as the major itself, is designed for the curious and interested student.

The chemistry major is approved by the American Chemical Society as is an additional major in chemistry/biochemistry. The paths taken by majors after graduation are varied; many enter graduate work in chemistry or biochemistry. Graduates also enter medical and dental schools, industrial and government research laboratories, secondary school teaching, and other fields such as business and engineering.

Requirements and Recommendations

The eight basic courses required for the Bachelor of Arts degree are Chemistry 111, 112 (or 112H), 203, 204, 221, 305, 306, and 317. Students who complete these basic eight courses along with Chemistry 373, Research (Chemistry 460 or 471), and one additional chemistry course may choose to receive a Bachelor of Science degree. An interdisciplinary major is offered in Biochemistry and Molecular Biology; the complete description is listed under that title. Physics 111 and 112 and Mathematics through 211 are required of all chemistry majors. Additional courses in mathematics (212), biology, and physics may be recommended for those contemplating graduate study in certain areas. Junior and senior majors are expected to join with

staff members in a seminar series which is designed to provide an additional opportunity for student discussion of current developments in the field and of student initiated research.

Approved safety goggles must be worn at all times in all laboratories. Prescription glass may be worn under safety goggles. Contact lenses may not be worn unless a liability waiver is signed.

For the prospective secondary school teacher the department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Chemistry. Introductory biology is required for certification.

Individualized study and independent laboratory work are available in connection with some courses. An honors section (112H) of the Fundamentals of Chemistry course provides a select group of students with such an opportunity at the introductory level. During the junior or senior year, majors may elect Chemistry 460, a research course in which a student can utilize his or her knowledge and creativity intensively. Summer research, Chemistry 471, is encouraged strongly and is elected by many majors each year.

The optional minor shall consist of Chemistry 111, 112 (or 112H), plus four other chemistry courses at the 200 level or above. Individualized Study courses may not be counted toward the optional minor.

Distribution Requirements

The following combinations of chemistry courses may be used to satisfy the distribution requirement in laboratory science: either 101 or 111 followed by 102, 112 or 112H. (Course credit will not be given for more than two introductory chemistry courses. Credit will *not* be given for both 111 and 101 or for both 102 and 112.)

Special Facilities and Programs

Breidenbaugh Hall, which houses chemistry and biochemistry classrooms and laboratories, was renovated in 1985. In the past several years the department has purchased new instrumentation such as a Fourier Transform NMR Spectrometer, a Fourier Transform Infrared Spectrometer, a diode array UV-visible Spectrometer, a Gas Chromatograph-Mass Spectrometer, a Waters HPLC with diode array detector, and a high speed centrifuge. Chemistry majors receive significant hands-on experience with all major instrumentation beginning in the sophomore year. The department's library is at the

disposal of all students: Numerous lectures and seminars are sponsored by the department and the chemistry club, Sceptical Chymists. These involve resource persons from universities, industries, government agencies, and professional schools, and are designed to complement the curricular activities of the department. An annual highlight is a three-day visit by an outstanding scholar in the field of chemistry. The program is supported by The Musselman Endowment for Visiting Scientists. Many qualified upperclass students—chemistry majors and others—gain valuable experience from serving as laboratory assistants and tutors.

101 General Chemistry Study of chemical principles with emphasis placed on providing the student with an understanding of how these principles relate to the non-scientist, especially in the areas of industry, ecology, health, and philosophy. Laboratory experiments are designed to offer a "hands-on" familiarity with the principles discussed in the lectures. The course is designed for students planning to complete only two courses in chemistry and who may have limited or no previous exposure to chemistry. Three lecture hours and one laboratory afternoon.

Mr. Fortnum, Mr. Jameson

102 General Chemistry Review of principles studied in Chemistry 101 and application to problems of current and historical interest. Demonstrations and laboratory experiments are designed to illustrate and complement the material discussed in class.
Prerequisite: Chemistry 101 or 111. Three lecture hours and one laboratory afternoon.

Ms. Holland, Mr. Jameson

111 Fundamentals of Chemistry Study of atomic structure, theories of bonding, stoichiometric relationships, properties of solutions and gases, and elementary thermodynamics. The laboratory work covers quantitative relationships by employing titrimetric and gravimetric techniques. This course is designed for biology, chemistry, and physics majors and others with a secondary school background in chemistry and elementary mathematics. Course credit is not granted for both Chemistry 101 and 111. Three lecture hours and one laboratory afternoon.

Mr. Parker

112 Fundamentals of Chemistry Study of kinetics and mechanisms of reactions, equilibrium, electrochemistry, and coordination chemistry. Laboratory work includes kinetic studies and the application of various instrumental procedures to quantitative analysis. Course credit is not granted for

both Chemistry 102 and 112. *Prerequisite:* Chemistry 111. Three lecture hours and one laboratory afternoon.

Mr. Grzybowski

112H Fundamentals of Chemistry Designed as an honors seminar for the more capable first year chemistry students. Kinetics, equilibrium, electrochemistry, and coordination chemistry are among the topics discussed. Laboratory work includes experiments in kinetics and equilibrium and the application of principles from lecture to a project of several weeks' duration. Emphasis is placed on independent work with necessary guidance in both the seminar and the laboratory. *Prerequisites:* Chemistry 101 or 111 and invitation of the department. Two afternoons.

Mr. Parker

203 Organic Chemistry Study of the fundamental concepts of the chemistry of carbon compounds with emphasis on molecular structure, reaction mechanisms, stereochemistry, and the application of spectroscopy to problems of identification.

Prerequisite: Chemistry 112 or 112H. Three lecture hours, one lab discussion hour, and one laboratory afternoon.

Mr. Rowland

204 Organic Chemistry Study of the various classes of organic compounds, including substitutions in the aromatic nucleus, cyclic compounds, and natural products such as amino acids, carbohydrates and peptides. *Prerequisite:* Chemistry 203. Three lecture hours, one lab discussion hour, and one laboratory afternoon.

Mr. Rowland

221 Chemical Applications of Spectroscopy Study of the theories and applications of ultraviolet, infrared, ^1H and ^{13}C nuclear magnetic resonance, and mass spectroscopy are discussed in relation to the importance of these spectroscopic methods in the analysis of chemical systems. The scope and limitations of each type of spectroscopy are covered. Course work includes lectures, discussions, and laboratory sessions. The lab periods involve the use of spectrometers in the identification of organic compounds. Lecture work is supplemented by films, videotapes, and computer-assisted instructional programs. *Prerequisite:* Chemistry 203.

Mr. Rowland

305 Physical Chemistry Study of the principles of thermodynamics and kinetic theory as applied to the

states of matter, chemical reactions, equilibrium, the phase rule, and electrochemistry using lectures, readings, problems, discussions, and laboratory exercises. The computer is used as a tool for solving problems and for the reduction of experimental data. *Prerequisites:* Chemistry 112 or 112H, Physics 112, mathematics through calculus (usually Math 211). Three lecture hours, one discussion hour, and one laboratory afternoon.

Mr. Fortnum

306 Physical Chemistry Introduction to theories of chemical kinetics, quantum mechanics, and statistical thermodynamics and their applications to chemical systems through the use of problems, lectures, readings, discussions, laboratory investigations, and projects. The computer is used for modeling, simulations, and solving problems. Assignments are made so as to encourage the individual study of specific related physical chemical phenomena. *Prerequisite:* Chemistry 305. Three lecture hours, one discussion hour, and one laboratory afternoon.

Mr. Fortnum

317 Instrumental Analysis Study of chemical analysis by use of modern instruments. Topics include complex equilibria, electroanalytical methods, quantitative spectroscopy, chromatography, and Fourier transform methods. Analytical techniques will be studied from both a chemical and an instrumental point of view. The laboratory stresses quantitative analytical procedures. *Prerequisite:* Chemistry 204. Three lecture hours and one laboratory afternoon.

Mr. Grzybowski

333 Biochemistry Detailed study of the structure and function of macromolecules as they pertain to living organisms. Emphasis on bioenergetics, metabolic pathways and current topics. *Prerequisite:* Chemistry 204. Three lecture hours and one laboratory afternoon.

Ms. Holland

334 Biochemistry Detailed examination of primary and secondary metabolic pathways in microbes, plants and animals. Similarities and differences between organisms will be thoroughly discussed. Application to metabolic disorders, viral/bacterial infections and medical advances in the treatment of the above conditions will be incorporated into this course. Laboratory work includes an independent research project. *Prerequisite:* Chemistry 333 or permission of the instructor. Three lecture hours and one laboratory afternoon. This course is cross-listed as Biology 334.

Ms. Holland

353 Advanced Organic Chemistry Study of synthetic, mechanistic, and theoretical concepts in organic chemistry. Particular emphasis is placed on the study of methods used to determine organic reaction mechanisms, stereospecific reactions, pericyclic reactions, and the design of multistep syntheses of complex molecules. *Prerequisites:* Chemistry 204 and 221. Three lecture hours.

Mr. Jameson

373 Advanced Inorganic Chemistry Study of valence bond, crystal field, and molecular orbital theories; boron chemistry; organometallic compounds; structural, kinetic, and mechanistic studies of coordination compounds. Group theory and symmetry are applied to various systems. *Prerequisite:* Chemistry 305. Three lecture hours.

Mr. Parker

390 Advanced Laboratory Techniques in Chemistry Designed to combine and expand upon the laboratory skills learned in the fundamental courses of the first two years. Numerous projects will be pursued in organic and inorganic chemistry, utilizing a combination of library skills (e.g. on-line computer searching), advanced laboratory skills (e.g. inert atmosphere techniques, modern separation methods, and advanced spectroscopic characterizations), and scientific writing skills. It is anticipated that this course will prepare a student for independent research in the senior year. *Prerequisite:* Chemistry 221.

Mr. Grzybowski, Mr. Jameson

460 Individualized Study Research An independent investigation in an area of mutual interest to the student and a faculty director. The project normally includes a literature survey and a laboratory study. An oral report to staff and students and a final written thesis are required. A student wishing to enroll in this course should consult with the faculty director at least two weeks before the end of the semester preceding the semester in which this course is to be taken. *Prerequisites:* Chemistry 390 and/or permission of the faculty director and approval by the chemistry department. Open to junior and senior chemistry majors. Offered both semesters.

Staff

471 Summer Research Internship A funded ten-week independent investigation in an area of mutual interest to the student and research director. The project normally includes a literature survey and a laboratory study. Oral reports to staff and students and a final written thesis are required. A student

wishing to enroll in this course should consult with a chemistry department faculty member early in the spring semester. *Prerequisites:* Chemistry 390 and/or permission of the research director and approval by the chemistry department.

Staff

Classics

Associate Professors Cahoon, Snively (*Chairperson*), and Zabrowski

Overview

The courses offered are designed to acquaint the student with the language, literature, history, and civilization of Greece and Rome. These societies present a microcosm of all human experience. Fulfillment of human potential in spite of adversities and threats to existence was the ultimate quest then, as it is today. Learning how the founders of Western civilization dealt with such conflicts as the aspirations of youth and the compromises of middle age, the claims of community and individual rights, the ecstasy of love, and the despair of loss can help us understand our own thoughts and emotions as we confront these age-old problems and pressures.

Requirements and Recommendations

The department offers majors in Greek, Latin, and Classical Studies. Required for all majors: Cl. 121, Cl. 122, Cl. 400. Additional requirements:

Latin Major:	Classical Studies 252; seven courses in Latin beyond Lat. 102, and including Latin 312
Greek Major:	Classical Studies 251; seven other courses in Greek beyond Gr. 102
Classical Studies Major:	8 courses. The 202 level in either Latin or Greek must be attained.

In both Greek and Latin language courses, 201 and 202 or their equivalents are prerequisites for all higher language courses.

A minor in Classical Studies consists of six courses in the department including a minimum of two language courses.

A minor in Latin consists of six courses in Latin above 102 or five courses in Latin above 102 and Classics 122 or Classics 252.

A minor in Greek consists of six courses in Greek above 102 or five courses in Greek above 102 and Classics 121 or Classics 251.

Distribution Requirements

Latin 201, 202, or 203, and Greek 201, 202 may be used to meet the College's language requirement. Latin 203, 204, 303, 306, 308, 309, 311, 401, Greek 203, 204, 301, 302, 303, 304, 306, and Classics 262, 264, 266 may be used in fulfillment of the literature distribution requirement. Classics 121, 122, 251, or 252 may be used to fulfill the College distribution requirement in history/philosophy. Classical Studies 251 and 252 may be counted toward a major in history, and Classical Studies 230 may be counted toward a major in Religion.

For prospective secondary school teachers the Department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Latin.

Special Programs

Through a cooperative arrangement under the auspices of the Central Pennsylvania Consortium, Gettysburg College shares membership in the Intercollegiate Center for Classical Studies in Rome. The program of the Center has been approved as a Gettysburg College affiliated program. The Department of Classics encourages its majors to spend a semester at the Center in Rome. For details, see Study Abroad, The Intercollegiate Center for Classical Studies in Rome, Italy, (page 48).

College Year in Athens, Inc. has also been approved as a Gettysburg College affiliated program. Students interested in ancient, Byzantine, or modern Greece and the Mediterranean are encouraged to spend a semester or a year at College Year. For details, see Study Abroad, College Year in Athens, Greece, (page 47).

Through the Central Pennsylvania Consortium, Gettysburg College shares membership in the American School of Classical Studies in Athens. Students are eligible to apply for its summer sessions.

Greek

101, 102 Elementary Greek Introduction to the alphabet, inflections, and syntax of Attic Greek.

Mr. Zabrowski

201, 202 Intermediate Greek Designed to increase the student's skill in reading texts. Selections from Xenophon's *Anabasis*, some writers of the New

Testament, and other authors are read, with an emphasis on grammar. *Prerequisites:* Greek 101, 102 or their equivalent.

Mr. Zabrowski

203 Plato The *Apology* and *Crito*, with selections from other dialogues.

Mr. Zabrowski

204 New Testament Greek Introduction to Koine Greek. Selections from the New Testament are read with attention to their language and content. Not offered every year.

Mr. Zabrowski

301 Homer Selections from the *Iliad* and *Odyssey* with examination of syntax and style. Not offered every year.

Ms. Snively

302 Greek Historians Readings in the text of Herodotus or Thucydides. Not offered every year.

Staff

303 Greek Comedy An introduction to Greek drama. Selected comedies of Aristophanes are read with attention to style and metrics. Not offered every year.

Mr. Zabrowski

304 Greek Tragedy Selected plays of Aeschylus, Sophocles, and Euripides. Various plays are also read in English. Oral reports required. Not offered every year.

Staff

306 Greek Oratory Selected orations of Demosthenes and Lysias. Not offered every year.

Staff

Individualized Study

Staff

Latin

101, 102 Elementary Latin Introduction to Latin.

Ms. Cahoon, Ms. Snively

201, 202 Intermediate Latin Designed to increase the student's skill in reading texts. Selections from Latin prose and poetry are read, with continuing grammatical review and analysis. *Prerequisite:* Two years of secondary school Latin or Latin 101, 102.

Ms. Cahoon, Ms. Snively

203 Roman Prose Selections from Roman prose writers and intensive review of grammar. *Prerequisite:* Three or four years of secondary school Latin or Latin 201, 202.

Ms. Snively

204 Roman Poetry Extensive reading in Catullus, Ovid, and Horace with an examination of poetic forms other than epic. *Prerequisite:* Three or four years of secondary school Latin or Latin 201, 202.

Ms. Cahoon

303 Cicero Selected essays of Cicero, with supplemental reading from letters and orations. Supplemental reading in English. Not offered every year.

Staff

306 St. Augustine Selections from *Confessions* with attention to the differences between Late Latin and Classical Latin. Not offered every year.

Ms. Cahoon

308 Roman Satire Selections from Horace, Martial, and Juvenal with attention to the changes in language and style from the Classical to the Post Classical period. Not offered every year.

Staff

309 Roman Historians Selections from Livy and Tacitus with attention to their peculiarities of language and style. Not offered every year.

Ms. Snively

311 Lucretius Extensive reading in *On the Nature Of Things* with attention to Lucretius' metrical forms, science, and philosophy. Not offered every year.

Staff

312 Prose Composition Designed to increase the student's ability to translate from English to Latin, includes a thorough grammar review. Not offered every year.

Mr. Zabrowski

401 Vergil Study of Vergil's literary style, poetic genius, and humanity as seen in the *Aeneid*. Open to seniors and qualified juniors. Not offered every year.

Staff

Individualized Study

Staff

Classical Studies

121 Survey of Greek Civilization Survey of the politics, history, literature, art, etc. of the Greek polis from its beginning to the conquest of Alexander, with emphasis on literary texts and on Greek concepts which influenced Western thought. Knowledge of Greek not required.

Ms. Cahoon

122 Survey of Roman Civilization Survey of the politics, history, literature, art, etc. of Rome from its founding to the Council of Nicea, with emphasis on the material culture of an empire encompassing the whole Mediterranean world. Knowledge of Latin not required.

Ms. Snively

125 Introduction to Classical Archaeology An examination of the goals and methods of classical archaeology through a survey of sites of Greco-Roman civilization. The course will begin with Bronze Age sites in the Greek world, examine selected settlements of geometric, archaic, and classical Greece, then look at cities of Italy and the Roman empire, and end with a site of the Late Antique period. The importance of techniques such as archaeological survey will be considered, and the antiquities market and other issues of archaeological patrimony will be discussed. Offered 1994-95.

Ms. Snively

230 Classical Mythology Survey of classical mythology with attention to the process of myth-making and the development of religion. No knowledge of Greek or Latin required.

Ms. Snively, Mr. Zabrowski

251 Greek History Survey of Hellenic civilization from the Bronze Age to the Hellenistic period. Papers required. A knowledge of Greek not required. Alternate years. Offered 1994-95.

Mr. Zabrowski

252 Roman History The history of the Republic and Empire. Papers required. A knowledge of Latin not required. Alternate years. Offered 1995-96.

Ms. Snively

262-266 Genre Literature An examination of the genre literature of Greece and Rome in translation. Selected works will be studied through analysis of form, structure, and content. No knowledge of Greek or Latin required.

Staff

262 Ancient Epic Study of Homer, Apollonius of Rhodes, and Vergil. Offered 1996-97.

Ms. Cahoon

264 Ancient Tragedy A study of Aeschylus, Sophocles, Euripides, and Seneca. Offered 1997-98.

Staff

266 Ancient Comedy A study of Aristophanes, Menander, Plautus, and Terence. Offered 1995-96.

Ms. Cahoon

270 Ancient Drama (Half Unit Course) Study, direction, and performance of an ancient Greek or Roman play. The course will include the study both of several other plays by the same author (for context and background) and also of recent pertinent secondary material. Students will interpret, cast, direct, choreograph, and rehearse the play. The final performance will be presented to the entire campus community at the end of the semester. Not offered every year.

Ms. Cahoon

281 Ancient Greek Political Theory and Practice Using Plato's *Republic* and *Laws* and Aristotle's *Politics* as primary sources, the course will investigate the nature of ancient Greek political theory and the notion of the Ideal State, whether conceived of as timocratic, monarchical, or democratic. In the practical order, actually functioning Greek city-state constitutions will be examined, as preserved in the writings of Aristotle, Xenophon, and the Oxyrhynchus Historian. Not offered every year.

Mr. Zabrowski

400 Senior Seminar Content will be determined each year by the senior class in consultation with the staff. Required of all majors.

Staff

Individualized Study

Staff

Economics

Professors Fender, Gondwe (*Chairperson*) and Railing
Associate Professors Fletcher, Gemmill and K. Niiro
Instructor Forstater
Visiting Lecturer E. Stillwaggon

Overview

A knowledge of economics has become increasingly important for effective participation in a complex society. The department's courses present this knowledge in both historical and contemporary contexts, with a focus on developing the relevant economic theory and identifying, understanding, analyzing, and solving social problems. As a social science, economics studies how societies organize and make decisions for using scarce resources to produce and distribute goods and services domestically and internationally. Economists examine both macro- and micro-economic problems and consider the implications of alternative solutions for efficiency, fairness, and growth. Courses in the department stress the critical thinking skills of a

liberally educated person: gathering of pertinent information; analysis; synthesis; and ability to perceive, create, and choose among alternatives. However delightful the study of economics is for the sake of individual understanding, the department also stresses effective oral and written communication of the insights achieved through study of the discipline. In addition to courses in economics, the department also offers courses in introductory and intermediate applied statistics and in geography.

The department's courses are designed to meet the College's liberal arts objectives while also serving well students who intend to (1) pursue graduate study in economics; (2) enter graduate professional schools in management administration, law, and related areas; (3) pursue careers in business, non-profit private organizations, or government.

Requirements and Recommendations

Economics majors must fulfill the following departmental requirements: Economics 103, 104, 241, 243, 245, 299, either Management 153 or Economics 242, at least three additional economics courses from those numbered 301 and above (excluding 460), and at least one course at the 400-level (excluding 460). A student may take Mathematics 351-352 in lieu of Economics 241; both semesters of the mathematics sequence must be completed for mathematical statistics to substitute for the departmental statistics requirement. Much, but not all, of the material covered in such applied statistics courses as Mathematics 107, Psychology 205, and Sociology 303 duplicates that in Economics 241; therefore, credit will not be given for more than one of these courses. The research methodology basic to economics is covered in Economics 241 and 242; thus, students taking an applied statistics course outside the economics department before deciding to become economics majors may be required to demonstrate, via examination, proficiency in the content of Economics 241 or may be required to take Economics 242.

Mathematical modelling and statistical testing are extensively used as tools in economic analysis. Hence majors in economics are required to demonstrate achievement in mathematics. This requirement can be satisfied by taking Mathematics 105-106, Mathematics 109 or Mathematics 111 or by exemption via examination. The department strongly encourages students who have an interest in majoring or minoring in economics to complete this mathematics requirement during the first year because several 200-level courses have a math

prerequisite. The department also strongly advises students planning to pursue graduate study in economics to take Mathematics 111-112, Mathematics 211-212, Economics 351 and Economics 400. Regardless of their plans upon graduation, all students will find more options open to them if they are familiar with the use of computers in the manipulation of economic information. Therefore, we urge economics majors to take a course or courses dealing with the use of computers, in addition to the departmental courses that require computer work.

The department offers a minor in economics, which a student can complete by taking Economics 103, 104; two courses from among Economics 241, 243, 245 and 299 and two courses from among those numbered 301 or above. Additionally, a student minoring in economics must demonstrate the same achievement in mathematics as required of majors, and must achieve a grade point average of 2.0 or above in courses counted toward the minor.

Economics 103, 104 are prerequisites for all upper-level courses in the department except Geography 310. Under special circumstances, a student may petition the instructor of a course for a waiver of course prerequisites.

The departmental brochure, *Economics Department Handbook*, contains additional information about the department and about the opportunities which the study of economics provides. Copies are available in the department office, Glatfelter 111, and from department faculty members.

Honors, Internships, Special Programs

The Economics Department values intensive and independent work by its students, as well as their interaction with peers and faculty members on collaborative economics projects. To encourage and recognize high quality work, the department offers departmental honors to students who (1) satisfactorily complete one course from among Economics 400, 401, 402, and 403; (2) earn an acceptable overall and departmental grade point average; (3) complete a senior project either in the seminar or via an independent study (Economics 460) that may build upon the 400-level course, and is deemed of high quality by the project supervisor, and (5) present the project to the faculty of the department, who will make the final decision on the granting of the honors degree. Students ineligible for or uninterested in formal departmental honors are encouraged nonetheless to pursue individual

projects. Internships involving the application of economics are available to qualified students who provide an acceptable application at least one month prior to the beginning of the internship. Those persons desiring more information should contact Dr. Railing. Gettysburg College also recognizes the Washington Economic Policy Semester at American University, a program that involves both classroom study and an internship in Washington, D.C. This catalogue contains more information about the program under the Washington Semester. Interested persons should contact Dr. Railing in the spring semester of their sophomore year. Several foreign study programs are especially interesting for economics students; information is available from the department and from the International Student Coordinator.

Distribution Requirements

A student may satisfy the College distribution requirement in social sciences by successfully completing Economics 103, 104, or an upper-level economics course and may satisfy the non-Western Culture requirement with Economics 326, 337, or 338.

103, 104 Principles of Microeconomics, Principles of Macroeconomics

Principles of Microeconomics gives students a general understanding of economic systems and economic analysis, with emphasis on the operation of the U.S. economy. Topics covered in 103 include the price system, theory of consumer behavior, theory of production, theory of the firm, income distribution, welfare economics, and the micro aspects of international trade. In Economics 104, topics covered include national income accounting, employment, inflation, monetary and fiscal policies, aggregate demand and supply analysis, economic growth, the monetary aspect of international economics, and comparative economic systems.

Staff

241 Introductory Economic and Business Statistics

Covers the nomenclature of descriptive statistics, probabilities using the normal, binomial, Poisson distributions, Chi-square, sampling, estimation of parameters, hypothesis testing, linear regression, and correlation. *Prerequisites:* Economics 103, 104, and one of the following: Mathematics 105-106, 111, or the equivalent or permission of the Economics Department. Please note that a student may not receive credit for both this course and Mathematics 107, Psychology 205, or Sociology 303.

Ms. Fender, Mr. Niuro

242 Intermediate Economic and Business Statistics

Considers advanced statistical theory and the use of computers in data analysis. Topics covered include: some applications of mathematics to economics, hypothesis testing and model specification, multiple regression and the determination of model acceptability, and nonparametric methods.

Prerequisite: Economics 241.

Ms. Fletcher

243 Intermediate Macroeconomic Theory

Studies further classical, neoclassical, Keynesian, monetarist new classical and post-Keynesian economics focusing on the various theories and policies which deal with the determination of national (aggregate) income and the price level. The class will investigate more deeply the causes and cures of unemployment and inflation, the determination and role of interest rates and the part played by monetary and fiscal policies in stabilizing the economy. Offered both semesters. *Prerequisites:* Economics 103, 104 and Mathematics 105-106 or 111 or its equivalent, or permission of the instructor.

Mr. Forstater, Mr. Gondwe

245 Intermediate Microeconomic Theory

Uses the methodological tools of economics to examine consumer and producer behavior and economic behavior both individual and collective under different input and output market structures, and to analyze the implications of such behavior for general equilibrium and economic welfare. *Prerequisites:* Economics 103, 104 and Mathematics 105-106 or 111, or the equivalent, or permission of the instructor.

Ms. Fender

299 History of Economic Thought and Analysis

Studies the development of economic ideas and policies in relation to the evolution of economics as a discipline from its roots in philosophical discourse to its modern form. Schools of economic thought from Physiocrats to neoclassical economics will be examined. Emphasis will be placed on the ideas of major contributors to economic thought from Plato to Keynes. *Prerequisites:* Economics 103-104.

Recommended: Economics 243, 245.

Mr. Gondwe

300 Personal Finance

Accomplishes two purposes: (1) the consideration of how individuals might react analytically to financial constraints they face in order to provide for their own material security; and (2) development of an insight into the important social issues of a mixed economy, such as that of the United States, by understanding individual decision-making more clearly. Items covered will include the meaning

of financial security, both individually and collectively, the development of financial goals and the use of personal budgets to achieve goals, the proper use of credit, the nature and use of insurance for protection and saving, housing, income earning assets, and estate planning. In addition, current social issues will be considered. *Prerequisites:* Economics 103, 104.

Mr. Railing

301 Labor Economics Studies theoretically and empirically the functioning of labor markets with emphasis on wage and employment determination. Alternative theoretical models are examined. Topics include time allocation, wage differences, discrimination, investment in education, mobility and migration, impact of legislation, unions and labor relations, and imperfect markets. *Prerequisites:* Economics 103, 104, and 245. *Recommended:* Economics 241.

Ms. Fletcher,

302 Gender Issues in Economics Begins by applying microeconomic theory to gender issues in our economy. The course will explore demographic issues such as fertility and divorce, consider the effect of the tax structure and other public policies on gender differences in labor force participation over time, and examine alternative economic paradigms for explaining gender discrimination in our society. *Prerequisites:* Economics 103, 104. *Recommended:* Economics 245.

Ms. Fletcher

303 Money and Banking Examines the role of money, credit, and financial institutions in the determination of price and income levels. Coverage includes the commercial banking system, the Federal Reserve System, monetary theory, and the art of monetary policy. Emphasis is placed upon evaluation of current theory and practice in the American economy in the context of increased internationalization of financial activity. *Prerequisites:* Economics 103, 104. *Recommended:* Economics 243.

Mr. Gemmill

305 Public Finance Concerns the principles, techniques, and effects of government obtaining and spending funds and managing government debt. Nature, growth, and amount of expenditures of all levels of government in the United States are considered, along with the numerous types of taxes employed by the various levels of government to finance their activities. The domestic and international implications of government debt are also considered. *Prerequisites:* Economics 103, 104.

Mr. Railing

324 Comparative Economic Systems Concerns a comparative analysis of free enterprise economics, centrally planned economies, and mixed economies. Primary attention is given to the economic aspects and institutions of these economic systems, but the political, philosophical, and historical aspects also are considered. *Prerequisites:* Economics 103, 104.

Mr. Railing

325-332 Regional Economic History, Growth, and Development Seminars Examine intensively one region, using the framework of economic analysis and political economy to consider economic history, growth, and development within the appropriate region. Although economic theory provides the primary paradigm within which these regions are studied, consideration also will be given to the historical events that conditioned the economic outcomes. Each course will review the pertinent theory and focus on application of that theory to specific historical events, seeking to determine the relevance of the theory to our understanding of past and present economic conditions. Among the regions which will be studied, one in each of the courses are Africa, the Caribbean, Japan, Russia and Canada/U.S. *Prerequisites:* Economics 103, 104.

Ms. Fender, Mr. Forstater, Mr. Gondwe, Mr. Niuro

336 International Economics: Theory and Public Policy in Historical and Institutional Perspective Begins with the history and development of international commerce and its relation to the rise of the capitalist system. The fundamentals of international trade and finance are then elaborated. These tools are applied to such issues as international business cycles, global competition and technical change, balance of payments and trade deficits, and the international debt crisis. Considerations of policy implications are integrated into the discussions throughout, with an emphasis on international economic institutions and agreements; special topics explore such issues as multinational corporations, capital flight, terms of trade and the international division of labor, trade and environment, and foreign aid. *Prerequisites:* Economics 103, 104, and 245.

Mr. Forstater

337 Introduction to Political Economy and the African Diaspora Examines the origins and development of capitalism and the contribution of Third World peoples and minorities in the United States to the process and continued growth of capitalist development. Political economy will be defined and its relationship to economics will be

examined. The economics of capitalist development in relation to the history of the political economy of Africa and people of African descent will be a major focus of the course as will be the role of people of African descent in the development of the American economy. *Prerequisites:* Economics 103, 104.

Recommended: Economics 243, 245.

Mr. Gondwe

338 Economic Development Examines the economic and non-economic factors accounting for the economic growth and development of less developed areas of the world. Various theories of economic growth and development are analyzed and major policy issues discussed. A major part of the course will be a study of the development experience in the Third World and the roles of international trade, aid, multinational corporations as well as the World Bank and the International monetary Fund in the formation and application of Third World strategies for economic development. *Prerequisites:* Economics 103, 104. Satisfies distribution requirement in non-Western culture.

Mr. Gondwe

341 Environmental Economics: Theory and Public Policy for Economic and Ecological Sustainability

Begins with an investigation of the relationship between the economy and the environment, leading to a derivation of biophysical conditions for a sustainable economy. Mainstream theories and policies, including those based on externalities and social costs, property rights, cost-benefit analysis and discounting are studied in the light of these conditions. Problems and prospects of both market controls and government regulation are considered. Special topics such as population, appropriate technology, accounting for pollution and resource depletion in GDP statistics, and sustainable development are covered through readings representing alternative approaches in the field. *Prerequisites:* Economics 103, 104, and either Economics 245 or Environmental Studies 212.

Mr. Forstater

342 Industrial Organization and Public Policy

Involves the student in applying microeconomic theory to the structure of industry to determine the social and economic consequences of alternative structures and to consider appropriate public policy measures to generate efficient and equitable outcomes. The course will review the economic history of antitrust and regulatory policies in the United States, then will review the traditional theory of the firm as well as recent and interdisciplinary

developments in how the firm is viewed, with emphasis on game theoretic models. It will consider applications of historical policies for economic efficiency and equity, and also will examine briefly the implications for international trade. Students will evaluate the efficacy of various policies and propose policy changes for different industries.

Ms. Fender

351 Application of Mathematics to Economics and Business Introduces the application of calculus and matrix algebra to economics and business.

Numerous illustrations of mathematically formulated economic models are used to integrate mathematical methods with economic and business analysis.

Prerequisites: Economics 242, 243, 245, and Mathematics 111 or 105-106, or Mathematics 109 and permission of the instructor.

Mr. Niiro

400 Seminar: Topics in Econometrics Introduces the application of mathematical economic theory and statistical procedures to economic data.

Coverage includes the development of appropriate techniques for measuring economic relationships specified by economic models and testing of economic theorems. *Prerequisites:* Economics 242, 243, 245, 299 and 351 plus one other 300-level course.

Mr. Niiro

401 Seminar: Advanced Topics in History of Economic Thought and Alternative Paradigms of Economic Analysis Investigates the different

perspectives in economics. The course focuses on the concept that economics, as a social science, is rich in diversity and alternative perspectives through which students can view questions which economics asks, and therefore the types of answers which are generated. More specifically, the course will consider the Neoclassical paradigm as the mainstream of economics with post-Keynesian, Marxist, Neo-Austrian, the School of Public Choice and Institutional Economics as alternatives to the neoclassical paradigm. The seminar will trace the historical evolution of different perspectives and then focus on the theories and perspectives of contemporary paradigms. *Prerequisite:* Economics 241, 243, 245, 299, plus two 300-level courses

Staff

402 Seminar: Advanced Topics in Theoretical and Applied Macro- and Monetary Economics

Examines particular topics in macroeconomics and monetary theory and applications, under the

assumption that the student is familiar with the basic theory. The particular focus of the seminar will rotate depending upon the expertise of the faculty person teaching it, among topics such as the new neoclassical theory, rational expectations and economic behavior, monetary issues in international trade and economic development, econometric studies of money, regulation and banking safety.

Prerequisites: Economics 241, 243, 245, 299, plus two 300-level courses. *Recommended:* 303 as one of the two 300-level courses.

Staff

403 Seminar: Advanced Topics in Theoretical and Applied Microeconomics

Considers special topics in microeconomic theory and applications based upon the assumption that the student is familiar with the basic theory. The particular focus will vary with the instructor conducting the seminar, from among topics such as the new household economics, industrial organization and public policy, game theory, information costs-structure-behavior, production and cost functions, welfare economics, and the micro aspects of international trade.

Prerequisites: Economics 241, 243, 245, 299 plus two 300-level courses.

Staff

460 Individualized Study Involves topics of an advanced nature pursued by well qualified students through individual reading and research, under the supervision of a member of the department's faculty. A student wishing to pursue independent study must present a proposal at least one month before the end of the semester preceding the semester in which the independent study is to be undertaken. *Prerequisites:* Permission of the supervising faculty member and the department chairperson. Offered both semesters.

Staff

Geography 310 Physical and Human

Geography Studies of the location and causes of the distribution of various kinds of economic activities, as well as some of the adverse environmental consequences of a number of these activities. Topics include basic place name geography; weather and climate; population trends and characteristics; health and human development; culture and language; technology and economic development; the role of agriculture; the economic geography of energy; and the city. *Open to first year students only by permission of the instructor.*

Ms. Stillwaggon

Education

Associate Professors Brough, and Hofman

(*Chairperson*);

Director of Field Experiences and Adjunct Professor Miller;

Adjunct Professors Curtis and Williams.

The purposes of the teacher education programs are to give students a thorough background in educational philosophy and theoretical concepts of instruction, and to provide an opportunity for student teaching and other field experiences.

The education department works cooperatively with all other departments in the preparation of teachers in secondary education, elementary education, music education, and health and physical education. Students interested in pursuing one of these programs will need to study carefully the teacher education programs as described elsewhere in this catalogue and the education handbook.

A student seeking teacher certification may also choose to minor in education. A minor in secondary education consists of six courses: Education 201, 209, 303, 304, and 476 (worth two courses). A minor in elementary education consists of six courses. Education 201, 209, and 476 are required for the minor. The student then designates three of the following five courses to complete the minor: Education 180, 306, 331, 370 or 334. Completion of all eight courses is required for teacher certification in elementary education. A student who elects to student teach during the Ninth Semester Option (described elsewhere in this catalogue) is not eligible for a minor in education.

180 Methods and Concepts of Mathematics

Instruction A study of mathematics education.

Course includes: teaching mathematics based on recent research efforts which deal with topics such as early number, geometry, rational number, multiplication and division concepts; development of estimation strategies and processes; influence of gender/minority-related variables on mathematics performance; impact of calculators and computers; and children's development of mathematics concepts. Curriculum materials and strategies are included. Spring Semester only. *Prerequisite:* EDUC 201, 209 or permission of instructor.

Ms. Hofman

201 Educational Psychology Study of the development of psychological principles of learning,

pupil evaluation, and the statistics necessary for analyzing test data. Repeated in the spring semester. Pre-requisite: Psychology 101.

Staff

209 Social Foundations of Education Study of the professional aspects of teaching, the relation of schools to society, historical and philosophical development of American education, the organization of state and local school systems, and the impact of national programs on education, including court decisions. Repeated in the spring semester. Includes a unit on computer literacy.

Mr. Williams

303 Educational Purposes, Methods and Educational Media: Secondary The investigation of educational processes. Emphasis is placed on methods and techniques of the teaching-learning process. The course includes: examination of content; foundations for approaches other than didactic; interdisciplinary connections; reading in the content areas; development of lesson plans and a major unit of study; logistics of classroom management; needs of special students in secondary schools; and uses of evaluation. *Prerequisites:* Education 201, 209, recommended the subject methods course and acceptance into the Education Semester. Repeated in the spring semester.

Ms. Hofman

304 Techniques of Teaching and Curriculum of Secondary Subject Secondary subjects including biology, chemistry, physics, English, French, Spanish, German, Latin, mathematics, health and physical education, and social studies. This course is taught by a staff member of the appropriate academic department having students in the Education Semester. Included is a study of the methods and materials applicable to the teaching of that subject and the appropriate curricular organization. *Prerequisites:* Consent of the major department and acceptance into the Education Semester. Repeated in the spring semester.

Staff

306 Educational Purposes, Methods, and Instructional Media in Social Studies, Art, and Music Applying principles of learning and human development to teaching social studies in the elementary school. Included is the correlation of art and music with the teaching of the social sciences. A major portion of the course is devoted to the development of a social studies unit. A unit will be taught by the student in conjunction with the student teaching experience. *Prerequisites:* Education

201, 209, or permission of the instructor. Repeated in the spring semester. Elementary education students enroll for this course during the Education Semester.

Ms. Hofman, Mr. Miller

331 Developmental Reading Instruction and the Language Arts An introduction to the theory, problems, and approaches to developmental reading instruction and the language arts. Current trends relating to the acquisition of language and reading skills are studied. Children's literature and its relation to the learning process are explored. Designed for elementary and secondary teachers. *Prerequisite:* Education 201. Fall semester only.

Staff

334 Corrective Reading A study of the analysis and correction of reading disabilities. Survey of tests and materials including children's literature as an incentive to greater interest in reading are included along with a reading internship in the public schools under the guidance of a reading teacher. Diagnosis and remedial tutoring of school pupils who are having reading problems is provided. Elementary education students enroll for this course during the Education Semester. *Prerequisites:* Education 201, 209, and 331 and acceptance into the Education Semester. Repeated in the spring semester.

Staff

370 Elementary School Science: Purposes, Methods, and Instructional Media A study of science education. The course emphasizes science process skills and the inquiry-based approach; child development and its relation to learning science concepts; examination of science programs; multidisciplinary science; evaluation techniques; individualization (including issues related to gender, culture and special needs), and instructional media designed to give the prospective teacher a thorough background in elementary school science. *Prerequisite:* Education 201, 209 or permission of instructor. Fall semester only.

Ms. Hofman

411 Internship in Teaching Composition A teaching internship in a section of English 101. Under the supervision of the instructor in that section, the intern will attend classes, prepare and teach selected classes, counsel students on their written work, and give students' papers a first reading and a preliminary evaluation. All interns will meet regularly with members of the English department to discuss methods of teaching composition and to analyze the classroom

experience. Required of all majors in English planning to enroll in the secondary education program. Students should register for Education 411 in the semester prior to their Education Semester.

English Department Staff

461 Individualized Study—Research

Offered both semesters.

471 Individualized Study—Internship

Offered both semesters.

476 Student Teaching Student observation, participation, and teaching under supervision of an experienced and certified teacher. Group and individual conferences are held for discussion of principles and problems. The student will spend the full day for 12 to 15 weeks in the classroom. A weekly seminar is required. This course carries two course credits. *Prerequisites:* All required education courses and acceptance into the Education Semester. Repeated in the spring semester.

Ms. Hofman, Mr. Miller

English

Professors E. Baskerville, Fredrickson (*Chairperson*), Myers, Schmidt, Stewart, and Stitt

Associate Professors Berg, M.D. Cowan, Garnett, Goldberg, Hanson, Lambert, and Winans
Assistant Professors Barnes, Bingham, Johnson, Ryan, and Wein

Adjunct Associate Professors M. Baskerville

Adjunct Assistant Professors Howe and Love

Adjunct Instructors Altieri, Beedle, Black, Clarke, Craft, Lindeman, and Saltzman

Overview

The courses offered by the department are designed to train students to express their thoughts clearly and effectively through spoken and written language and to understand, interpret, and assimilate the thoughts and experiences of the great writers of English and American literature. English is excellent preparation for careers in business, teaching, law, publishing, journalism, and government service, and for graduate study leading to advanced degrees in English, the ministry, and library science. Majors have also enrolled in graduate programs in business, urban planning, social work, public administration, and others.

The courses in theatre and drama offered by the department are designed to train students to conceive of the theatrical event as a unit, joining its

literary and historical values with means of expression in production, demonstrating the relationship of acting, directing, and design with the efforts of playwrights both past and present. This is accomplished through the students' work in the theatre program's productions which include Mainstage offerings in the Kline Theatre as well as studio presentations in the Stevens Theatre and Otherstage works-in-progress. The study of theatre arts prepares students for careers in the theatre, arts administration, teaching, and business.

The department offers a major in English and American literature and a major in theatre arts. The department also offers a minor program in each field.

The department believes that a well-balanced program for a major in English and American literature should include (1) knowledge of the literary history of England and America; (2) training in the application of the techniques of literary analysis and the different critical approaches to literature; (3) knowledge of the characteristics and development of the major literary forms or genres; (4) study in depth of the work of one author of significance; and (5) some knowledge of the history of the English language and of English as a system.

The department also believes that a well-balanced program for a major in theatre arts should include (1) knowledge of the history of the theatre from primitive man to the present; (2) training in and application of the various performance areas of theatre; (3) knowledge of the characteristics and development of the literary genre known as drama; and (4) the development of a play from the initial script to actual performance.

The Writing Center

The Writing Center, staffed by several English department faculty members and specially trained Gettysburg College students, is a valuable college resource. The Center's staff assists students with their writing in the following ways:

- Discusses an assignment in order to clarify it or to plan a method of approach
- Helps in organizing a paper or other piece of writing such as a letter of application
- Suggests ways to make troublesome parts of a paper more effective
- Shows ways to correct recurring grammatical errors

The Writing Center is open six days a week. There is no charge for this service.

Requirements and Recommendations

The Major in Literature

The requirements for the major in literature are twelve courses in English and American language and literature in addition to the first semester of Literary Foundations of Western Culture (IDS 103). All majors in literature are required to take at least four of the following: English 150, 151, 152, 153, 154. In addition, to obtain the desired distribution of courses, majors must elect one course from each of the following categories:

- I. English Language and Literary Theory (1 course): English 209, 210.
- II. Topics in English Literary History (3 courses; 1 from each group):
 - A. Medieval, Renaissance: English 310 to 319.
 - B. 17th and 18th Centuries: English 320 to 329.
 - C. 19th and 20th Centuries: English 330 to 339.
- III. Topics in American Literary History (1 course): English 340 to 349.
- IV. Major Authors (1 course): English 362, 365, 366 or any seminar devoted to a British or American author deemed by the department to be of major importance.
- V. Seminar (1 course): English 401-404.
One seminar each year is designated as the Honors Seminar.

English 101, 110, 201, 203, 205, 206, 305, and courses in speech may not be used to fulfill the department's major requirements. Courses in theatre arts count only toward the theatre arts major.

The Minor in Literature

The requirements for the minor in literature are six courses. All minors must take two courses of the Survey of English and American Literature sequence (English 150-154), and at least four advanced courses, two of which must be on the 300 or 400 level. Writing courses, with the exception of English 101, may be used to fulfill the department's minor requirements.

The Major in Theatre Arts

Majors in theatre arts must take IDS 103 and theatre arts 105, 203, 204, and 214. They must also elect the specified number of courses from each of the following categories:

- I. Theatre Arts (3 courses): 1 course from each of the following groups:
 - A. (Acting and Dance) 120, 163, 220, 307, 320, 377.
 - B. (Design) 115, 155, 255, 311, 355, 381.
 - C. (Directing) 182, 282, 382.

- II. Drama (3 Courses): English 365, 366, Theatre Arts 328, 329, Classics 264, 266, French 327, German 335, Spanish 313.

- III. Electives (2 courses): Any of the theatre arts and drama courses listed above and/or Theatre Arts 222, 252, Art 238, 239, Spanish 315, IDS 267

The Minor in Theatre Arts

The requirements for the minor in theatre arts are six courses: Theatre Arts 105, Theatre Arts 203 or 204; one course in Drama (English 226, 365, 366, Theatre Arts 214, 328, 329); 2 studio courses (Theatre Arts 115, 120, 155, 163, 182, 220, 255, 282, 307, 311, 320, 355, 377, 381, 382); one course in theatre arts or any of the above listed theatre arts or drama courses plus Theatre Arts 252.

Elementary and Secondary Education

The major for students enrolled in the elementary education program consists of ten courses, in addition to the first term of Literary Foundations of Western Culture (IDS 103). Working with the chairperson of the English department, each elementary education student will design a major program following as closely as possible the department's distribution requirement for the major. Students planning to teach English in the secondary schools are required to take English 209 and either 365 or 366, Speech 101, IDS 104, and either Theatre Arts 328 or 329. The department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary English, and Education 411, Internship in Teaching Composition. Students planning to do graduate work in English should develop proficiency in Latin, French, or German.

English majors may take internships in a variety of fields, such as journalism, law, public relations, publishing, radio, and television. Theatre arts majors may take internships in theatre, radio, television, public relations, and arts administration. Students who wish to apply for internships must secure from their advisers a statement of the department's policy regarding application deadline, form of proposal, requirements, and grading.

Distribution Requirements

All courses offered by the department, except English 101, 201, 203, 205, 206, 209, 305, and courses in speech and theatre arts, may be used to fulfill the College distribution requirement in literature. English 205, 206, and all theatre arts courses except 328 and 329 may be used to fulfill the College distribution requirement in arts.

Senior Honors Program

English majors who have shown special promise in English will be invited to complete a thesis and seminar sequence during their senior year. Students taking the program will write a thesis during the fall semester under the direction of a member of the department. During the spring semester they will participate in an honors seminar under the direction of the program director. Only students selected for and successfully completing the program will be eligible to receive honors in English. For details of the program, consult the brochure available in the English department.

101 English Composition Aims to develop the students' ability to express themselves in clear, accurate, and thoughtful English prose. Not limited to first year students. Repeated spring semester.

Staff

150, 151, 152 Survey of English Literature A historical survey of English literature from *Beowulf* through the twentieth century, with some attention to the social, political, and intellectual backgrounds of the periods under investigation. Selected works will be discussed in class to familiarize students with various methods of literary analysis, and students will write several short critical papers each semester.

Staff

153, 154 Survey of American Literature A chronological study of American writing from colonial days through the present, with some attention to the social, political, and intellectual backgrounds. Primary emphasis during the first half of the sequence falls on the Puritans and American Romantics; the second half surveys writers from the Romantics forward, including such figures as Twain, Chopin, James, Williams, Stevens, Faulkner, Hughes, as well as selected contemporary writers.

Staff

201 Advanced Expository Writing An intensive course in advanced rhetorical techniques, with particular emphasis on analysis of evidence, selection of appropriate style, and importance of revision.

Mr. Ryan

203 Journalism An introduction to journalism, the course offers basic skills in writing news and feature stories, sports and specialty stories, and editorials. Students develop an understanding of what makes news; how to conduct an interview; and how to write follow-up stories. As part of the course, students are

required to submit articles to *The Gettysburgian*. Trips to newspaper offices in this area are offered.

Mr. Baskerville

205, 206 The Writing of Fiction, Poetry, and Drama A workshop in the writing of short stories, verse, and plays, with an analysis of models. Either course may be used to fulfill the distribution requirement in arts.

Ms. Cowan

209 History of the English Language Provides a historical understanding of the vocabulary, forms, and sounds of the language from the Anglo-Saxon or Old English period to the twentieth century.

Mr. Baskerville

210 Theories of Literature Undertakes to examine and compare the various ways in which literature has been regarded: its sources, forms, and purposes. The history of critical theory surveyed, from Plato and Aristotle to the present, with emphasis upon the modern period and such movements as New Criticism, structuralism, deconstruction, and feminist criticism. The goal of the course is to make students aware of themselves as readers.

Ms. Berg

216 Images of Women in Literature

An examination of the various ways women have been imagined in literature. We will look at how and why images of women and men and of their relationships to one another change, and at how these images affect us. Emphasis will be placed on developing the critical power to imagine ourselves differently.

Ms. Berg

217 Slavery and The Literary Imagination Study of various forms of discourse on American chattel slavery—authentic emancipatory narratives written by ex-slaves; slave narratives recorded by WPA writers; socio-historical essays; neo-slave narrative written by contemporary novelists; poetry, ballads, spirituals and folklore.

Ms. Barnes

226 Introduction to Shakespeare A course that endeavors to communicate an awareness of Shakespeare's evolution as a dramatist and of his importance in the development of Western literature and thought. Designed for students not majoring in English.

Mr. Bingham

231 to 260 Studies in Literature An intensive study of a single writer, group, movement, theme, or period. May be counted toward the major. Fulfills distribution requirement in literature. Open to first year students.

Courses in this category offered in 1994-95.

248 The Nineteenth-Century Novel This course explores the dialectical relationship between romanticism and realism in British literature from the beginning of the nineteenth century through the first decade of the twentieth century. Includes Sir Walter Scott, Mary Shelley, Charles Dickens, the Bronte sisters, George Eliot, Elizabeth Gaskell, and Oscar Wilde.

Ms. Johnson

250 Harlem Renaissance and Chicago Renaissance

This course defines, examines, and differentiates between two important African American literary movements—the Harlem Renaissance and the Chicago Renaissance—through the major fiction, poetry, and prose writers of the period.

Ms. Barnes

252 African American Literature Since 1955 This survey course will encompass a wide range of African American literature beginning with the work of James Baldwin. In contemporary texts by major African American writers, students will examine various African American social, political, and cultural practices and concerns; interrogate the impact of race, class, and gender on African American society; view American history from the lens of the African American; and examine intertextually specific and recurrent themes.

Ms. Barnes

305 The Writing of Poetry and Short Fiction:

Advanced A course open to students who have demonstrated that their skills in the writing of poetry and fiction might be further developed. The goal of each student will be the composition of a group of poems or short stories. *Prerequisites:* English 205, 206.

Ms. Cowan

310 - 319 Topics in Medieval and Renaissance

Literature A variety of authors, themes, genres, and movements will be studied, ranging from Anglo-Saxon poetry and prose through Shakespeare's works. Several sections, each dealing with a different subject, will be offered each year.

Courses in this category offered in 1994-95.

311 Metaphysical and Baroque Literature

Examining literature often mislabeled "metaphysical," this course will consider the philosophic, religious, and cultural upheavals of that time as background for the great aesthetic changes that evolved through at least two distinctive styles, the metaphysical (or manneristic) and the high baroque.

Mr. Myers

316 The Growth of Romance This course will examine the literary, social and historical factors that led to the development of the Medieval romance and to its subsequent flowering in the Fourteenth and Fifteenth centuries. Among the works we will read are *lais* and romances by Marie de France, Chrétien de Troyes, Chaucer, and Malory, and others.

Mr. Baskerville

320 - 329 Topics in Seventeenth and Eighteenth

Century Literature A variety of authors, themes, genres, and movements will be studied, ranging from Donne and Herbert through Johnson and Boswell. Several sections, each dealing with a different subject, will be offered each year.

Courses in this category offered in 1994-95.

321 Restoration and Eighteenth-Century Literature

Focusing on literature written between 1660 and 1743, this course examines dominant literary forms and modes and explores such issues as the education of women and marriage; changing social behavior; and growing consumerism.

Ms. Stewart

325 Studies in the Eighteenth-Century Novel In the eighteenth century, novels were "a new species of writing." In this course we will read several eighteenth-century novels of various types and examine the particular social conditions and philosophical ideas that give impetus to the so-called "rise of the novel."

Ms. Lambert

327 The Age of Milton A study of the major poetry and selected prose of Milton, with secondary attention to his contemporaries, especially Marvell and Dryden.

Mr. Bingham

330 - 339 Topics in Nineteenth and Twentieth

Century Literature A variety of authors, themes, genres, and movements will be studied, ranging from Blake, Wordsworth, and Coleridge through Yeats, Eliot, Woolf, and selected contemporary writers.

Several sections, each dealing with a different subject, will be offered each year.

Courses in this category offered in 1994-95.

333 Victorian Aesthetics In this course we will explore the intersection between literature and the visual arts, with special attention paid to the Pre-Raphaelite, Aesthetic, and Decadent movements which affected all branches of art. We will look at the treatment of women by these movements (both as artists and objects of art), and we will consider the political implications of the aesthetic theories of these artists.

Ms. Johnson

334 Nineteenth Century British Women Writers In this course, students will explore the various ways in which women contributed to the climate of intellectual and political excitement of that very dynamic period in Victorian history—the 1860's. Emphasis will be placed on looking at women's gains in literary expression and access, political power, educational opportunity, and legal equity during this period.

Ms. Berg

337 History of British Romanticism: Representing Romanticism The contests over political rights in England were accompanied by a fierce competition for audiences, making readers the constituents of the authors whose work they chose to purchase and discuss. Always bearing in mind, then, this political overtone of the concept "to represent," we will examine the many styles and functions of representation in Romantic poetry.

Ms. Wein

340 - 349 Topics in American Literature A variety of authors, themes, genres, and movements will be studied, ranging from colonial writers through selected contemporary authors. Several sections, each dealing with a different subject, will be offered each year.

Courses in this category offered in 1994-95.

341 Nineteenth Century American Novel The actual time period covered will be the 1790s to about the 1870s. We will read novels by little known authors (though popular in their time), as well as well-known "canonical" writers. We will look at the novels as cultural documents, seeing how they connect with the beliefs and attitudes of their contemporary readers.

Mr. Winans

344 Contemporary American Poetry A study of American poetry written since World War II by such poets as Elizabeth Bishop, Stanley Kunitz, James Wright, Charles Wright, Denise Levertov, and Sharon Olds. The class will be visited by some of the poets.

Mr. Clarke

347 Contemporary American Fiction A study of the form, content and diversity in American fiction since the 1940's, drawing on a selection of novels and short stories by such writers as Updike, Nabokov, Carver, Bellow, Pynchon, and others.

Mr. Fredrickson

349 Major Contemporary African American Women Writers This course examines the cultural, social, and domestic concerns of African American women in the literature of Alice Walker, Toni Morrison, Gloria Naylor, Paule Marshall, Terry McMillan, and Toni Cade Bambara.

Ms. Barnes

365, 366 Shakespeare A course that seeks to communicate an understanding both of Shakespeare's relation to the received traditions of his time and of his achievement as one of the most important figures in Western literature. Language, characterization, and structure in each of the numerous plays will be carefully analyzed. English 365 will focus on the early plays through *Hamlet* and *Troilus and Cressida*. English 366 on the later plays.

Mr. Myers

401, 402, 403, 404 Seminar Intensive studies of announced topics in Medieval and Renaissance literature, in seventeenth and eighteenth century literature, in nineteenth and twentieth century literature, and in American literature. *Prerequisite:* Senior standing in the major or departmental permission.

Seminars offered in 1994-95

402A Senior Honors Seminar: William Butler Yeats: This seminar proposes to explore Yeats's evolution from a late Romantic into a post-Modernist writer, from a poet who advocated the cause of Irish freedom to one who rejected nationalistic writing. Students will read Yeats's essays, autobiographical pieces, letters, dramas, and poems. Where appropriate, they will also examine works by other writers.

Mr. Myers

403A Romantic Aesthetic Thought An exploration of ways in which Romantic poetry engages questions about the nature of art and creative expression. The seminar will look at how various currents in late 18th century thought find their way into romantic writing, at the theoretical underpinnings the romantics sought to identify within their own work, and, briefly, at romantic anticipations of more recent approaches to aesthetic expression.

Mr. Goldberg

403B Beyond Realism: Alternative Fictional Modes In this seminar, we will explore a number of late-Victorian novels and short stories which stretch the boundaries of the real. Some of the sub-genres we will study include children's literature, fantasy, ghost stories, detective stories, and science fiction. In order to come to an understanding of the impulses and ideologies behind these fictional experiments, we will also delve into the large body of scholarship which surrounds this literature.

Ms. Johnson

404 The Bildungsroman: Novels of Development

From rags to riches—or ruin, from innocence to experience—or decadence, the novel of development has traced the growth to maturity of a sensitive protagonist who is attempting to learn the nature of the world. While such novels have been associated with success, these stories are also associated with loss and disillusionment. We will follow out many paradigms: individualistic, mystical, Marxist, and psychoanalytic to show how the genre traces gains and losses in the quest for self fulfillment.

Mr. Fredrickson

464 Honors Thesis An individualized study project involving the research of a topic and the preparation of a major paper under the direction of a member of the department. This research and writing will be done during the fall semester of the senior year.

Prerequisites: By invitation of the department only.

Staff

Individualized Study An individual tutorial, research project, or internship under the supervision of a member of the staff. A student must submit a written proposal to the department well in advance of registration. *Prerequisite:* Approval of the department and of the directing faculty member. Offered each semester.

Staff

Theatre Arts

The major in theatre arts is described, on page 92. Although theatre arts courses (except 214, 328 and 329) may be used to fulfill the distribution requirement in arts, students are urged to take one of the following: TA 105, 115, 163, 203, 204.

105 Introduction to Theatre Arts An overview of theatre, including its historical background, its literary works, its technical aspects, and its performance techniques. Students will study the theatre of today in relation to its predecessors and in terms of its modern forms in cinema and television. Students will read texts and analyze methods used in bringing those works into production. Field trips will offer opportunities to critique performances. Open to first and second year students only.

Mr. Hanson, Ms. Howe

115 Theatre Production A course designed to provide an extensive investigation of the historical and contemporary trends and practices essential for theatre production. The student gains an understanding of theatre procedures and acquires a grasp of the equipment necessary for the execution of scenery, properties, sound, and stage lighting. This course is a combination of lecture and laboratory work and requires backstage participation in college productions.

Mr. Hanson

120 Fundamentals of Acting The study of the theory and technique of the art of acting; voice technique for the stage; the use of pantomime, including the study of gesture and movement. Emphasis will be placed on the discipline and control of the body and the voice to best serve the actor. Improvisation will be employed. In addition, students will be expected to perform in scenes for class analysis. *Prerequisite:* Permission of the instructor.

Ms. Howe

155 Fundamentals of Stage Design Basic theories and technique of design for the stage. The theory behind the design, and the interrelationship of scene design, lighting, costumes, and properties. How stage design interprets the themes and moods of a play as well as identifying period and place will be studied. This course will follow a lecture-discussion format and involve extensive studio work. Students will analyze, create, and execute basic designs for the Laboratory Theatre Series in association with students in Theatre Arts 182. *Prerequisite:* Permission of the instructor.

Mr. Hanson

163 Introduction to Dance An overview of the history and development of modern dance with emphasis on the early pioneers (Duncan, Denis-Shawn, Humphrey, Weidman, Hawkins, Cunningham), intended to develop an appreciation of dance as an art form. The study of form and technique and the physical application thereof. Emphasis will be placed on the discipline and control of the body to best serve the dancer.

Staff

182 Fundamentals of Directing The study of the theory and technique of the art of the director; how a play is selected; play analysis; tryouts and casting; the purpose and technique of blocking, movement, and stage business. Students are required to direct scenes in class and a short play as part of the Laboratory Theatre Series. *Prerequisite:* Permission of the instructor.

Mr. Schmidt

203, 204 History of the Theatre A survey of the theatre from the primitive to the present. Emphasis is placed on the relevance of theatre design, production techniques, and acting styles to the plays of their periods, and the relationship between society and the theatre it nurtured. The first semester covers Greek, Roman, Medieval, Elizabethan, Oriental, and Italian Renaissance; the second semester is devoted to the French Neoclassical, the Restoration, and the eighteenth, nineteenth, and twentieth centuries.

Mr. Schmidt

214 Survey of Dramatic Literature An overview of dramatic literature from the Greeks to the present. Play structure is analyzed, and comparisons made between methods of executing plot, development of character, and theme. Contents includes plays from the Greek and Roman periods, medieval, Elizabethan and seventeenth through twentieth centuries. Emphasis is placed on written analysis. Fulfills the literature distribution requirement, but does not fulfill the arts requirement.

Ms. Howe

220 Advanced Acting Further study in the theory and techniques of the art of the actor, the analysis and interpretation of acting roles, and the building of characterization. Roles, both comic and tragic, from Contemporary Restoration, Elizabethan, Commedia dell'Arte, and Greek theatre will be analyzed and performed. *Prerequisite:* Theatre Arts 120 and/or permission of the instructor.

Mr. Schmidt

222 Oral Interpretation of Literature An analytical and structural study of recognized prose, poetry, and dramatic selections which will facilitate individual rehearsal and performance of the literature. These readings will incorporate the Readers Theatre format and emphasis will be placed on developing an appreciation for the literary work as a complete aesthetic unit. Students will be challenged to recognize their potential for speaking and reading before an audience. The class will employ an ensemble approach and present several public performances during the semester.

Mr. Hanson

252 Studies in Film Aesthetics A study of historically significant films, film theory, and criticism intended to develop an appreciation for film as an art form. The students will keep a journal of critical responses to films, write short critical papers, and will become familiar with writing that has been done about films.

Mr. Fredrickson

255 Advanced Stage Design Examination of historical and contemporary theories of scene, lighting, and costume design. Students will consider design as the visual manifestation of the playwright's concepts. Besides designing the same play for proscenium, arena, thrust, and profile stages, and a period play for a period other than its own, students will complete advanced designs in scene, lighting, and costumes, and create designs for the Laboratory Theatre Series in association with students in Theatre Arts 282. *Prerequisite:* Theatre Arts 155.

Mr. Hanson

282 Advanced Directing Further studies in the theory and technique in the art of the director. Students will engage in directional analyses of plays representing different periods. Particular attention will be given to contemporary methods of presentation, with special emphasis on arena and thrust staging. In addition to directing scenes in class, students will direct two scenes and a one-act play for public presentation, the latter as part of the Laboratory Theatre Series. *Prerequisites:* Theatre Arts 182 and/or permission of the instructor.

Mr. Schmidt

307 Theatre Arts Practicum - Acting A practical learning experience in acting. During a seven-week period, students will perform in three children's theatre productions and will also participate in three mainstage productions as part of Gettysburg Theatre Festival's summer program. Students are afforded

the opportunity of working alongside professional actors and under professional direction before discriminating audiences. Commedia dell'Arte improvisational techniques are employed in the creation and rehearsals of the children's theatre offerings. A study of the works of the authors represented on the mainstage, analyses of the literary and theatrical aspects of the works to be produced, as well as discussions sessions and workshops with the professional actors and directors are included in class work.

Mr. Schmidt

311 Theatre Arts Practicum - Technical A practical learning experience in technical theatre. During a seven-week period students will participate in the varied technical aspects of mounting three mainstage productions as well as three productions offered by the Theatre for Children as part of the Gettysburg Theatre Festival's summer program. Hands-on experience will be gained from the construction, painting and placement of sets, hanging and running of stage lights, and the construction and gathering of properties and costumes. A study of the theatrical aspects of the works to be produced and analyses of the concepts and techniques employed in this production and others of a similar nature (both contemporary and historical) are integral aspects of the course.

Mr. Hanson

320 Problems in Acting A course designed for students who have demonstrated the skill and talent to undertake further studies in acting which will culminate in an independent study project.
Prerequisite: Theatre Arts 120 and 220 and/or permission of the instructor.

Mr. Schmidt

328, 329 Twentieth-Century Drama A study of major dramatists from Ibsen to the present and of dramatic movements such as realism, naturalism, expressionism, as well as Theatre of the Absurd. The first semester includes Ibsen, Strindberg, Chekhov, Shaw, Pirandello, Odets, O'Neill, and others; the second semester begins after World War II and includes Williams, Miller, Osborne, Pinter, Beckett, Ionesco, Genet, and others. Fulfills the literature requirement and does not fulfill the art requirement.

Mr. Schmidt

355 Problems in Stage Design A course designed for students who have demonstrated the skill and talent to undertake further studies in design which will culminate in an independent study project.
Prerequisites: Theatre Arts 155 and 255.

Mr. Hanson

377 Theatre Arts Practicum - Acting (Advanced)

An advanced practical learning experience in acting for students who have demonstrated that their skills in performing before the public (both young and old) might be further developed. Students will continue work begun in Theatre Arts 307; they will be expected to produce mature and advanced work and undertake a broader range of roles and more complex ones. *Prerequisite:* Theatre Arts 307.

Mr. Schmidt

381 Theatre Arts Practicum-Technical (Advanced)

An advanced practical learning experience in technical theatre for students who have demonstrated that their skills in the technical aspects of theatre might be further developed. Students will continue work begun in Theatre Arts 311 and will be expected to undertake more advanced assignments in set construction, stage lighting, costumes, and properties. *Prerequisite:* Theatre Arts 311.

Mr. Hanson

382 Problems in Directing A course designed for students who have demonstrated the skill and talent to undertake further studies in directing which will culminate in an independent study project.

Prerequisites: Theatre Arts 182 and 282.

Mr. Schmidt

Individualized Study A production of a major work, a tutorial, or an internship under the supervision of a member of the staff. A student must submit a written proposal to the department well in advance of registration. *Prerequisites:* Approval of the department and of the directing faculty member.

Speech

101 Public Address A study of the basic principles of public address. Emphasis is placed on developing both a theoretical and practical understanding of oral communication through lecture and reading assignments, as well as through practice in preparing, organizing, delivering, and criticizing speeches in class.

Ms. Howe

201 Advanced Public Address An analysis of public address as an art form and as an important civilizing force in Western society. Students will have the opportunity to apply concepts and strategies they have learned in Speech 101. *Prerequisite:* Speech 101.

Mr. Hanson

ENVIRONMENTAL STUDIES

Environmental Studies Committee and Program Participants

Professors Cavaliere, Commito (Coordinator),
Gondwe, Hendrix, Mikesell
Associate Professors Borock, Cowan, Flöge, Forness,
Goldberg, Hofman, Pella, Portmess, Trevelyan,
Walters, Winkelmann
Assistant Professors DeClair, Delesalle, Gaenslen,
Golfin, Good
Instructor Forstater

Overview

Environmental Studies is an interdisciplinary program designed to provide students with the expertise necessary to analyze and resolve complex issues related to the environment. Faculty from eleven departments on campus teach in the Environmental Studies Program, making it one of the most comprehensive small-college environmental programs in the country. Although local terrestrial, freshwater, and marine habitats are studied, the program is national and international in scope. Students are encouraged to take advantage of Gettysburg's proximity to scientific and policy-making agencies in the Pennsylvania state capital and Washington, DC. Participants in the Environmental Studies Program are actively involved in a wide variety of activities across the country, from working on economic development issues with Native Americans in Arizona to collecting field data on the ecology of Maine's coastal zone. At the global level, students can utilize the College's extraordinary travel opportunities to investigate first hand the environmental problems facing Africa, Asia, Europe, and Latin America. In the classroom or laboratory, on an internship site or service learning project, in the comfort of the library or under demanding field conditions - students are taught to approach environmental issues with an open mind, to examine alternatives carefully, and to write and speak effectively about their work.

Requirements and Recommendations

The Environmental Studies Program offers three levels of involvement for students interested in the environment. Students who want to learn about environmental issues but are not planning a minor or special major in the discipline are encouraged to take Environmental Studies 121, which is specifically designed for that purpose. Students with a stronger interest in environmental studies may pursue the minor. Those who wish to create a special major in environmental studies may do so by working closely

with the Committee on Interdepartmental Studies and the Environmental Studies Committee.

Minor in Environmental Studies

The minor in environmental studies requires two introductory courses, four electives, and a senior capstone experience. Students are encouraged to take additional enrichment courses to add depth and breadth to the minor. The minor includes:

Introduction to the Environment (two courses):

Environmental Studies 211 Introduction to
Environmental Science: Principles of Ecology OR
Biology 305 Ecology
Environmental Studies 212 Intermediate
Environmental Science: Environmental Problems

Environment and Society: Electives (two courses):

Economics 341 Environmental Economics
Geography 310 Physical and Human Geography
Philosophy 107 Environmental Ethics
Sociology 203 World Population

Enrichment courses:

Art 217 History of Modern Architecture
Art 227, 228 Arts of the First Nations of North
America
Economics 336 International Economics
Economics 338 Economic Development
English 331 Romanticism: Knowing and Creativity
History 239 Architecture and Society in
Nineteenth-Century America
Philosophy 105 Contemporary Moral Issues
Philosophy 340 American Philosophy
Political Science 240 Problems and Issues in
International Relations
Political Science 263 The Politics of Developing
Areas
Political Science 340 Models and Policy Analysis
Political Science 366 New Politics and Social
Movements

Environmental Science: Electives (two courses):

Biology 300 Physiology of Plant Adaptations
Environmental Studies 225 Geomorphology
Environmental Studies 316 Conservation Biology
Interdepartmental Studies 240 Energy: Production,
Use, and Environmental Impact

Enrichment courses:

Biology 218 Algae and Fungi

Biology 224 Vertebrate Zoology
 Biology 230 Microbiology
 Biology 306 Marine Ecology
 Interdepartmental Studies 250 Science,
 Technology, and Nuclear Weapons
 Senior Capstone Experience (one course):
 Environmental Studies 400 Seminar
 Environmental Studies 460 Individualized Study:
 Research

Special Major in Environmental Studies

The special major in environmental studies is developed in consultation with the Committee on Interdepartmental Studies and the Environmental Studies Committee. Students interested in a special major are invited to meet with the Chairperson of either of those committees or the Coordinator of the Environmental Studies Program as early as possible for guidance in putting together the strongest possible set of courses. Students pursuing a special major should normally consider taking Biology 101, 112, a statistics course, the courses required for the environmental studies minor, and additional courses selected to meet academic and career goals.

Special Programs

Faculty members teaching in the Environmental Studies Program are active scholars who involve students in their projects as research assistants. Research facilities include a computerized image analysis system, electron microscopes, environmental growth chambers, and a fleet of 15-passenger vans for field trips.

Many of the College's off-campus affiliated programs provide excellent opportunities to study environmental issues in the United States and abroad. Chief among these programs is the American University Environmental Policy Semester in Washington, DC, which offers internships with government agencies and private environmental organizations as well as research projects in Costa Rica and Kenya. The College is one of a select few to maintain cooperative programs in marine science with Duke University Marine Laboratory and the Bermuda Biological Station. In addition, the Duke University School of the Environment has entered into an agreement with the College that permits students to start work at Duke on a Master of Environmental Management or Master of Forestry degree after three years at Gettysburg. This cooperative agreement allows students to earn the bachelor's and master's degrees in just five years.

All across the nation, public and private schools have recognized the importance of environmental issues and are adding courses in environmental studies to their curricula. Students interested in a teaching career who wish to combine training in education and environmental studies are encouraged to contact the Education Department.

All environmental studies courses meet three class hours per week. Some carry prerequisites.

121 Environmental Issues Introduction to national and global environmental issues. Students will learn the basic concepts of ecology, including population growth models, species interactions, and ecosystem and biosphere processes. Building upon this scientific base, students will use an interdisciplinary approach to analyze the economic, ethical, political, and social aspects of environmental issues. Topics include human population dynamics, air and water pollution, toxic wastes, food production, land use, and energy utilization. Credit will not be given for both Environmental Studies 121 and Environmental Studies 212. This course does not count towards the minor in environmental studies.

Mr. Commito

211 Introduction to Environmental Science: Principles of Ecology Introduction to current ideas in theoretical and empirical ecology. A quantitative approach will be used to examine population dynamics, competition, predator-prey interactions, life-history strategies, species diversity patterns, community structure, energy flow, biogeochemical cycling, and the biosphere. This course provides a foundation for further work in environmental studies. Credit will not be given for both Environmental Studies 211 and Biology 305.

Mr. Commito

212 Intermediate Environmental Science: Environmental Problems An analysis of the major environmental problems facing the United States and the world. The application of modern ecological theory to current environmental problems will be emphasized. Perspectives from the natural sciences, social sciences, and humanities will be used to investigate population growth, agricultural practices, pollution, energy, natural resource use, endangered species, and land-use patterns in the industrialized and developing nations. *Prerequisite:* Environmental Studies 211 or Biology 305. Credit will not be given for both Environmental Studies 212 and Environmental Studies 121.

Mr. Commito

225 Geomorphology Investigation of the Earth's materials and processes that explain the physical structures that make our planet unique. Topics include the Earth's position in space, rock and mineral types, volcanism, glaciation, and seismic events influenced by tectonic activity.

Mr. Mikesell

316 Conservation Biology A discipline comprising pure and applied science which focuses on the preservation of biological diversity. This focus implicitly recognizes that preserving the genetic and ecological features of a species requires preservation of that species' niche. Topics will include food web organization, spatial heterogeneity and disturbance, consequences of small population size and inbreeding, captive propagation, demographics of population growth, and species reintroduction and management. *Prerequisite:* Environmental Studies 211 or Biology 305. Alternate years. Offered 1996-97.

Ms. Delesalle

350 Costal Ecology of Maine An intensive two-week field and laboratory experience in which marine and terrestrial environments in Maine will be investigated. Students will collect and analyze data using quantitative sampling techniques to test hypotheses on the ecology of major habitats. Field sites include rocky and soft-sediment shores, open beaches, spruce-fir forests, blueberry barrens, and peat bogs. Emphasis will be placed on the geological phenomena that created North America's glaciated landscape. Relationships between the environment and human activities in this rural area with its natural resource-based economy will be explored. Environmental Studies 211 or Biology 305 is a prerequisite.

Mr. Commito

400 Seminar Advanced study of an important national or global environmental issue. An interdisciplinary approach will be used to analyze the problem from a variety of viewpoints in the humanities, social sciences, and natural sciences. Students are responsible for a major term paper involving independent research. Topics differ each year and will be announced ahead of time. Senior standing as a minor or special major in environmental studies or permission of the instructor required.

Staff

460 Individualized Study - Research Independent investigation of an environmental topic of interest to the student. In conjunction with a faculty member,

the student will usually define a research question and collect data to test a hypothesis. Such work may be done in the laboratory or field or with a computer database. A substantial paper will be written and presented orally. Studio, performance, and writing projects may also be appropriate individualized study activities. Senior standing as a minor or special major in environmental studies or permission of the instructor required.

Staff

French

Professor Viti

Associate Professors Gregorio, Michelman, A.

Tannenbaum (*Chairperson*), and Richardson Viti

Assistant Professor Arey

Instructors Blin-Daniel and Perrotta

Adjunct Assistant Professor Exton

Teaching Assistant Chartier

Overview

Foreign language study not only teaches students much about their native tongue, but also introduces them to another people's language, literature, and customs. This awareness of cultural and linguistic relativity is one of the hallmarks of a liberal education.

Introductory French courses develop students' skills in spoken and written French and acquaint them with the literature and culture of the French-speaking world. Language laboratory work is mandatory for all beginning students. With emphasis on oral/aural proficiency, it complements classroom instruction in the language.

Advanced language allows the student to reach the higher level of mastery in French required in more specialized study and usage. In the more advanced literature and civilization courses, students study French writing and culture in greater depth, thereby gaining considerable knowledge of and insight into France's past and present achievements in all fields of endeavor. All students in the department are encouraged to study abroad, either in the College-sponsored programs at the Institute for American Universities in Aix-en-Provence or at the Centre d'Etudes Françaises in Avignon, or in another approved program, as an inestimable enhancement to their understanding of the country, its people, and its language. When students choose the College-sponsored course of study in Aix or Avignon, both credits and grades are transferred and financial aid may be applied to participation in the program.

Students specializing in French will find that their major studies, in addition to their humanistic value, afford sound preparation for graduate study and for careers in teaching or interpreting. A knowledge of French will also be invaluable to them in the fields of international business and government as well as social work. *All courses offered in the department are conducted in French.*

Requirements and Recommendations

The French major curriculum is made up of *two* sequences:

- 1) A group of *six* required courses, five of which — French 301, 302, 307, 308, 309 — should be taken first and *in the order presented above* unless there is a valid basis for exception, (however, French 307 may be taken simultaneously with 301 or 302); and French 400, which must be taken in the spring semester of the senior year.
- 2) A set of *four* electives chosen from among the other departmental offerings on the 300–level.

All French majors are required to spend at least one semester studying abroad in a program approved by the department.

Students planning on certification in secondary education must include both a history/geography/civilization course, a phonetics course and a linguistic component in their program of study. These requirements can be met by completing French 303 and Education 304 at Gettysburg and by taking the equivalent courses in a program of study abroad.

Individualized study may be taken only once as part of the minimum requirements for the major. All majors must take at least one course within the department during their senior year. These requirements may be waived in special cases at the discretion of the department.

Requirements for a minor in French involve a total of six courses. For students who begin in the 101-102, 103-104, or 201-202 sequences, 202 will count toward the minor. In addition, students must take 205, 301-302, and *two* additional courses, of their choice, above 302.

Students who begin in 205 must take, in addition, 301-302 and *three* other courses above 302.

Students who begin on the 300 level must take 301-302 plus *four* additional courses above 302. As with

the major, courses taken abroad may be counted toward a minor, subject to the approval of the department chairperson.

Students contemplating a minor in French should register with the department chairperson and be assigned a minor adviser.

French 307 is a prerequisite for majors and minors for all *literature* courses above the 205 level (however, students may take 307 simultaneously with either 301 or 302).

Students who have completed the language requirement and who wish to continue in French, but do not contemplate either a major or minor, may take 205, 301, 302, 307, 308, or 309. Permission of the department chairperson is required for entry into all other courses.

Prior to their first registration at the College, all students receive preregistration materials which give detailed instructions on language placement and fulfilling the distribution requirement in foreign languages. The following courses fulfill the distribution requirement in literature: French 205, 307, 308, 309, 318, 321, 322, 326, 327, 328, 331, and 400 where appropriate.

Distribution Requirements

The distribution requirement in foreign languages may be fulfilled by successful completion in French of 201-202 or 205. The equivalent of intermediate achievement may be demonstrated by an advanced placement examination or the Departmental Placement Examination given during the First Year Orientation. *No student may continue French at Gettysburg unless he/she has taken the Departmental Placement Examination.* French 205 satisfies both the foreign language requirement and the literature requirement. This course emphasizes intensive reading of complete works of literature for comprehension and analysis of style. Students who qualify and choose this alternative should have adequate preparation in reading French prose. A student who shows unusual proficiency in 201 may, with the consent of the department chairperson, take 205 and thereby fulfill the language and literature requirements. French 331 fulfills the distribution requirement in non-Western culture as well as in literature.

Special Facilities

Language Laboratory in Musselman Library/Learning Resources Center.

Special Programs

See Study Abroad, Institute For American Universities Programs in Avignon and Aix-en-Provence.

La Maison Française (The French House)

When there is sufficient interest, students may elect to live in a separate residential unit staffed by a native-speaking assistant. French is the principal language spoken in the house and residents help plan and participate actively in various French cultural activities on campus (see *Other Activities* below).

Other Activities

The department and the French Teaching Assistant sponsor various activities and organizations such as the weekly Table française in the Dining Hall, the Cercle Français (French Club), French films, and lectures.

101-102 French for Beginners Elements of speaking, reading, and writing French. Language laboratory usage is required. Enrollment limited to those who have not studied French previously. A student may not receive credit for both 101 and 103; 102 and 104.

Staff

103-104 Elementary French Fundamentals of speaking, reading, and writing French. Language laboratory usage is required. Enrollment limited to those who have previously studied French and who are enrolled according to achievement on the Departmental Placement Examination. A student may not receive credit for both 101 and 103; 102 and 104.

Staff

201-202 Intermediate French Grammar review and practice in oral French in the fall semester, with stress on reading and written expression in the spring. Contact with French culture is maintained throughout. Enrollment limited to those who have previously studied French and who have completed 101-102 or 103-104, or who are enrolled according to achievement on the Departmental Placement Examination. Successful completion of 201 is a prerequisite for entry into 202.

Staff

205 Readings in French Literature Two objectives: skill in reading French prose for comprehension and reading a significant amount of French literature of

literary and cultural merit. This course differs from French 201, 202 in that it emphasizes reading for comprehension of content. Enrollment limited to those who have previously studied French and who are enrolled according to achievement on the Departmental Placement Examination. Offered both semesters.

Staff

301, 302 French Structure, Composition, and Conversation Applied grammar and syntax at an advanced level; exercises in directed and free composition; group discussion and presentation of individual oral work. Extensive use of film. Offered every year. Required of all majors/minors.

Staff

303 Phonetics and Diction Phonetic theory, practice, and transcription. Intensive training in pronunciation and diction. Intended for majors/minors prior to foreign study. Offered 1995-96.

Ms. Tannenbaum

304 Advanced Stylistics Intensive practice in the refinement of writing skills directed towards a sophisticated and idiomatic use of the language. Components of course work include composition, translation, comparative stylistics, French for use in commercial and other correspondence, and work in the spoken language. *Prerequisites:* French 301-302. Offered 1996-97.

Staff

307 Approaches to Literary Analysis Reading and analysis, in their entirety, of representative selections of prose, poetry, and theatre. This course aims to introduce students to interpretive strategies, and to make them more aware of and competent in the art of reading. *Prerequisite:* French 202 or equivalent. Required of all majors. This course is a prerequisite for all literature courses on the 300 level for both majors/minors. Offered both semesters.

Staff

308, 309 Masterpieces of French Literature: Middle Ages to 1789; 1789 to Present A survey of French literature in two parts, through reading and discussion of complete works of some of France's most outstanding authors. Although major emphasis will be placed on the study of these masterpieces, the broad outline of French literary history, styles, and movements will also be covered. *Prerequisite:* French 307 or equivalent. Required of all majors. French 308 is offered every fall; French 309 is offered every spring.

Staff

318 Literature of the Middle Ages and the Renaissance Study of early French literary texts: epic poems, lyric poetry, plays, and romances; sixteenth-century prose and poetry. *Prerequisite:* French 307 or equivalent. Not offered every year.

Staff

321 Seventeenth-Century Theatre French drama, comedy, and tragedy of the classical period. Corneille, Moliere, and Racine. *Prerequisite:* French 307 or equivalent. Offered 1995-96.

Mr. Gregorio

322 Eighteenth-Century French Literature An examination of the Age of Enlightenment through lecture and discussion of representative works of fiction, non-fiction, and theatre by such authors as Voltaire, Diderot, Rousseau, and Beaumarchais. *Prerequisite:* French 307 or equivalent. Offered 1996-97.

Ms. Tannenbaum

326 Nineteenth-Century Prose Fiction Reading and analysis, through lecture and discussion, of nineteenth-century novels and short stories of such major authors as Constant, Hugo, Sand, Stendhal, Balzac, Flaubert, Maupassant, and Zola. *Prerequisite:* French 307 or equivalent. Offered 1995-96.

Mr. Viti

327 Contemporary French Theatre A study of major trends in modern French drama: surrealism, existentialism, the absurd. *Prerequisite:* French 307 or equivalent. Offered 1998-1999.

Ms. Richardson Viti

328 Contemporary French Novelists and Their Craft A study of representative works by major twentieth-century French novelists from Gide, Proust, and Colette to Butor, Duras, and Robbe-Grillet. *Prerequisite:* French 307 or equivalent. Offered 1996-97.

Ms. Richardson Viti

329 French Film: New Wave to Present A study of select major French films from the New Wave movement to recent cinema. *Prerequisite:* French 307 or equivalent. Offered 1996-97.

Ms. Aray

331 La Francophonie A survey of the imaginative literatures of such French-speaking countries and areas as Africa north and south of the Sahara, Canada, Vietnam, the West Indies, Louisiana, and others. Aside from their intrinsic literary worth, the selections will afford a perception of the impact and adaptation of French language and culture among widely diverse populations of the world. Alternate

years. Fulfills the distribution requirement in non-Western culture. *Prerequisite:* French 307 or equivalent. Offered 1995-96.

Mr. Michelman

400 Seminar An intensive study of a particular aspect of French literature, civilization, or culture to be determined by the instructor. Past offerings include *The Art of Emile Zola*, *The Image of Women in French Literature: A Feminist Perspective* and *The Gaze and Self-Image in French Film, 1959-89*. This course is to be taken by seniors during the final semester to complete their undergraduate work in French. *Prerequisites:* Limited to seniors except with permission of the instructor and approval of the department chairperson. Offered every spring.

Staff

Individualized Study Guided readings or research under the supervision of a member of the staff. *Prerequisites:* Permission of the instructor and approval of the department chairperson.

Staff

German

Associate Professors Armster (*Chairperson*), Crowner, McCardle, and Ritterson
Teaching Assistant Brummack

Overview

For the German Department at Gettysburg College, learning German is more than learning a language. The German program offers a wide range of courses so that the student of German can become proficient in understanding German literature, history, art, and politics in the context of modern society. At all levels, we encourage the partnership between the study of Germany's historical and cultural development, and the study of its language.

Courses are offered at all levels, from beginning to advanced, for majors and non-majors. We encourage all of our students to study on our semester program in Cologne, Germany. On this program, students live with German families, participate in weekly excursions, and study German language, art, political science, literature, and history under the direction of a faculty member and resident German faculty. In addition, qualified students may study on a junior-year program at a German university.

Our resident German assistant and our co-curricular activities — films, visiting lecturers, excursions to cultural centers in Washington and Baltimore,

weekly German table, German Club — all foster a close working relationship between the students and the faculty. German television broadcasts are received by our campus-wide satellite system, and aside from the library subscriptions to important journals and newspapers, the department itself maintains subscriptions to newspapers and magazines and a collection of source materials for use by the students and faculty.

Requirements and Recommendations

German 202 or equivalent proficiency is considered a prerequisite to all higher-numbered German courses, unless specified otherwise.

Major Requirements. A major consists of a minimum of nine courses beyond the intermediate language level, including 301 (or 303-304), 305 and 306; 311, 312 400; and at least two courses from those numbered 328, 331, 333, 335, or 325. Women's Studies/German 351 (Women in Nazism) also counts for major credit with the approval of the instructor. Majors preparing to teach German in secondary schools must also take Education 304, Techniques of Teaching and Curriculum of Secondary German (does not count toward German major). No more than three courses taken in Cologne may count toward the major.

Majors must spend at least one semester studying in an approved program in a German-speaking country. Majors who take a study abroad program may count no more than six of those courses toward the major and must take at least two German courses in their senior year.

Majors who, by the end of the junior year, have not demonstrated a satisfactory level of competency in the reading, writing, speaking, and listening comprehension of German, as determined by the department's staff, will be assigned such additional work as considered necessary and appropriate to the attainment of such competency by the end of the senior year.

Minor Requirements. A minor is offered in German. For students beginning at 202 or below, the German minor consists of 202 (or equivalent intermediate course work in Cologne), 301 (or equivalent advanced course work in Cologne), and four additional courses. For students beginning at the 301 level, the minor consists of 301 (or equivalent advanced course work in Cologne) and five additional courses. No more than three courses taken in Cologne may count toward the minor.

Distribution Requirements

The distribution requirement in foreign language may be satisfied by completion of German 202 or any 300-level course.

Any of the following courses may be used to fulfill the distribution requirement in literature: German 120, 306, 325, 328, 331, 333, 335.

German 311 or 312 may be used to fulfill the distribution requirement in the area of history/philosophy. With the consent of the history department, these same courses may be counted toward a history major.

Special Programs

Fall Semester in Cologne, Germany

Every fall semester students are invited to participate in the semester study abroad program co-sponsored by the Pennsylvania Colleges in Cologne Consortium (PCIC). This program is open to all students, sophomore through first-semester senior, regardless of major, who have completed a minimum of one year of college German or the equivalent. The student registers for the normal course load (4-5 courses). Two courses are German language courses from the following offerings:

- 203, 204 Intermediate German;
- 303, 304 Advanced German.
- 325 German Literature since 1945

The other courses are taught in English from the areas of political science, history, art history, and literature and may satisfy distribution and/or major/minor requirements in those areas. These include the following:

Art Hist.	215 German Art from the Middle Ages to Today
History	217 History of Germany from 1815 to the Present
Pol. Sci.	273 Political Systems of Germany
German	121 German Literature since 1945

Credit for the two German courses is for the 200 or 300 level and constitutes the completion of the language requirement. Students live with German families as regular members of the family. Regular Gettysburg College tuition, room and board cover all but personal expenses.

Junior Year Abroad

Qualified students are encouraged to study abroad one or both semesters of their junior year. Students

can choose from programs administered by American institutions at universities in Munich, Freiburg, Marburg, Heidelberg, Bonn, and elsewhere (see Study Abroad).

International House

Students may elect to live in a specially designated area of a residential unit where the native German assistant resides, and which often serves as a focal point for activities for German students. The use of the German language is promoted, and residents help plan and participate actively in various German cultural activities on campus.

German Language

101, 102 Elementary German Essentials of grammar, composition, pronunciation. Course includes oral and written work, graded elementary reading, and use of audiovisual cultural materials and correlative drill in the language laboratory. Prepares for German 201, 202.

Staff

201, 202 Intermediate German Continuation of the work of German 101, 102. Progressively more difficult reading is selected to introduce the student to German literature and civilization. Course includes use of audio-visual cultural materials and correlative drill in the language laboratory. *Prerequisite:* German 102 or its equivalent.

Staff

301 Advanced German Designed for advanced work in the language and intended for students who have successfully completed at least German 202 as well as for qualified incoming students. Intensive practice in developing oral communication skills, listening comprehension and written expression. Conducted in German

Staff

German Culture Studies

305 Introduction to German Studies Introduction to the German major through the study of cultural, social, economic, and political developments in postwar Germany from division to the present. Extensive use of critical/analytical readings, memoirs, literature, film, newspapers/magazines, and German television via satellite. Conducted in German with additional language practice integrated into the course. Oral reports and short papers. *Prerequisite:* German 202 or its equivalent. This course is required of all German majors.

Staff

311 Survey of German Culture, Origins to 1790

Study of German cultural history from its origins to the Age of Romanticism, including such topics as the Germanic tribes, the medieval dynasties, the romanesque, gothic and baroque styles, the Reformation and the Age of Absolutism. The aim is to deepen the student's understanding of and interest in the culture of the German-speaking peoples and their major contributions to the world's cultural heritage. Conducted in German. *Prerequisite:* German 301, its equivalent, or permission of the instructor. Satisfies the distribution requirement in the area of History/Philosophy.

Staff

312 Survey of German Culture, 1790-1945

Study of the cultural history of the German people from the Age of Romanticism through the end of World War II, within the context of major social, political, and economic developments. The goal of the course is to understand the creative spirit in nineteenth- and twentieth-century German-speaking countries, and to appreciate their major contributions to the world's cultural heritage. Conducted in German. *Prerequisite:* German 301, its equivalent, or permission of the instructor.

Staff

German Literature

120 German Literature in Translation Critical analysis and appreciation of form and content of representative German literary masterpieces, selected from the literary periods from the Middle Ages to the present, together with an examination of the times and cultural circumstances which produced these works. Does not count toward a major in German. This course is accepted in fulfillment of the distribution requirement in literature.

Staff

306 Interpreting German Literature

An introduction to the development of German literature, and an introduction to how we read and comprehend literary prose, poetry, and drama, both for their intrinsic qualities and for a clearer understanding of their place and time. This course aims to develop a sense for the art of reading, interpretive strategies for literary study, and a valid basis for the appreciation and judgment of literature. Students will read, discuss, and write about literary texts in various genres and from various historical periods. Conducted in German. *Prerequisite:* German 202 or equivalent. This course is required of all German majors and is a prerequisite for all higher-

numbered literature courses. It is accepted in fulfillment of the distribution requirement in literature. Offered every year.

Staff

328 Goethe's Faust Intensive reading and analysis of the work in class. Lectures and discussions highlight its aesthetic, moral, and ethical values and autobiographical significance, together with an examination of its modern cultural implications. Outside reading and reports. Conducted in German. *Prerequisite:* German 306 or permission of the instructor.

Staff

331 Narrative Literature A course in German prose narrative, represented primarily in writings from the early eighteenth century to the present. Works read will reflect particularly the development of German narrative since the emergence of the modern novel and Novelle. Readings are in German; the course is conducted in German. *Prerequisite:* German 306 or permission of the department.

Staff

333 Lyric Poetry A study of German Lyric poetry from the earliest examples to the works of contemporary poets. Class discussions of the readings will concentrate on the interrelations of form, content, and idea. The course will also consider the historical place of works by major figures. Readings are in German; the course is conducted in German. *Prerequisite:* German 306 or permission of the department.

Staff

335 German Drama Reading and critical analysis, through discussion and lecture, of representative dramas from the eighteenth century to the present. Included may be works by Lessing, Schiller, Goethe, Kleist, Büchner, Hebbel, Hauptmann, Brecht, Dürrenmatt, Frisch, Braun, Hacks, and others. Readings are in German; the course is conducted in German. *Prerequisite:* German 306 or permission of the department.

Staff

400 Seminar Intensive study of selected aspects of German language, literature, and civilization through reading, discussion, and oral and written reports. Topics will be selected with a view to affording students an opportunity to strengthen their knowledge in the areas not covered in their other course work in the department. Conducted in German.

In Cologne:

325 German Literature since 1945 Study of the literature of German-speaking countries from the end of World War II to the present. This course introduces students to authors and genres representing important literary currents and historical developments of the postwar era. Conducted in German.

Individualized Study Guided reading or research under the supervision of a member of the staff. *Prerequisite:* Consent of the department.

Health and Exercise Sciences

Associate Professors Biser (*Chairperson*), Claiborne, Donolli, and Reider

Adjunct Instructors Cantele, Cookerly, Ford, Lindsey, Perna, B. Streeter, C. Wright, and D. Petrie.

Coaches: Campo, Condon, Daly, Drexel (*Women's Coordinator, Assistant Athletic Director*), Janczyk, Kirkpatrick, G. Petrie, Pfitzinger, Rawleigh (*Assistant Athletic Director*), Schmid, B. Streeter (*Assistant Director of Campus Recreation*), Streeter, Wilson, Winters (*Director of Intercollegiate Athletics*), Wawrousek, C. Wright (*Director of Campus Recreation*), D. Wright (*Assistant Athletic Director*).

Overview

The Department of Health and Exercise Sciences is in harmony with the purposes of our liberal arts institution and our philosophy is a holistic one. We believe in the Greek ideal of "a sound mind in a sound body." The College stresses the individual need for total fitness for all students through our required courses. Our majors' courses offer those students with a particular interest in health and exercise sciences a rewarding and well rounded educational and life experience.

A major in health and exercise sciences (HES) is an excellent preparation for specific areas such as state-approved teaching certification in health and physical education (K-12), pre-certification in athletic training, and allied health careers. With proper course selection, students can qualify for post graduate work in allied health fields such as physical, occupational, and recreational therapy. The College has recently entered into an agreement with Hahnemann University Graduate School for early acceptance of selective Gettysburg graduates who meet the criteria for admission into the entry-level Master's Degree Program in Physical Therapy.

Requirements and Recommendations

All HES majors must satisfy all of the College distribution requirements. Psych. 101 and Soc. 101 are the preferred social science courses. Biology 101 and 102 and/or 112 are required of all students in the major and should be taken during the first year of college. Biology 112 is strongly recommended for students interested in Physical Therapy.

Majors in HES are required to complete seven core courses plus courses in an area of concentration. The seven core courses are as follows: HES 112, 209, 210, 214, 218, 309, and 320. In addition to taking the core program, all HES majors will select an area of concentration, and complete the courses specified.

a) *Allied Health Science Track:* Each student will be required to take the following courses: HPE 101, 102, 201, 202, HES, 310, 415, 449, Math 107 or HES 332 and Chemistry 101, 102 and/or Physics 101, 102. Those students considering graduate work in Physical Therapy should take Chemistry 111, 112 (Instead of Chemistry 101, 102) and in consultation with the Department Chairman of HES should consider taking HES 211, BIO 224, 309, and Chemistry 203, 204. For those students wanting NATA certification, HES 361 is required, and either HES 211 or HES 230.

b) *Teacher Education Track:* For the student graduating in the teacher certification program (K-12) elementary and secondary teacher education, the following courses must be scheduled: HPE 101, 102, 201, 202, 301, 302, HES 211, 230, 310, 332, Education 201, 209 and Psychology 225. In order to complete teacher certification Education 303, 304 and 476 must be completed. (See listings and requirements in the education department and under teacher education programs in this catalog).

Faculty advisers are available to help in counseling, but students have the sole responsibility for meeting all major requirements. It is important to declare the HES major early in the four year curriculum, as failure to do so often means an additional semester or two to complete the program.

The department strongly recommends that all HES majors complete an internship in order to gain practical experience and insights into a specified area of interest in the field. Internships may be taken during the summer months or during the regular academic year. Applied experiences may be arranged in such settings as sports medicine, physical therapy, adult fitness, cardiac rehabilitation, sports

administration, or sports management. Grading is contracted between the student and the faculty sponsor on an A-F or S/U basis and is determined by the sponsor and the cooperating internship supervisor.

It is highly recommended that each student participate in our intercollegiate program in one of the following levels: player, trainer, manager, student coach, laboratory assistant, or sports information. The above participation is to be accomplished once each year that the student is enrolled in the program.

Distribution Requirements

For non-majors the half credit course in wellness and one quarter credit course in fitness/recreational skills activities in health and exercise sciences are required for graduation. These courses are graded only on an S/U basis. The wellness class must be taken during the first term of enrollment.

- HEALTH/WELLNESS

HES 107 - Wellness Lifestyles This course looks at the individual from an emotional, intellectual, occupational, physical, social, and spiritual perspective. Emphasis is on self-responsibility in living a wellness lifestyle.

- FITNESS/RECREATIONAL SKILLS ACTIVITIES

FITNESS ACTIVITIES

Aerobics
Basic Karate
Body Conditioning (Aerobics, Anaerobics, Weight Training)
Challenge Course
Fitness Swim
Mountain Biking
Running & Jogging (Self-Paced)
Water Polo
Yoga**
(These courses are designed to improve cardio-respiratory fitness).
**Requires Extra Fee

RECREATIONAL SKILLS

Activities for Children
Archery
Badminton
Basketball
Beginner's Swim
Golf
Horsemanship**
Indoor Lacrosse
Indoor Soccer

International Games
 Lifeguarding**
 Scuba**
 Skiing**
 Softball
 Tennis
 Volleyball

(These activities are designed for the development of teaching Life Time Skills)

**Requires Extra Fee

Students may choose to satisfy the Fitness/Recreational Skills Activities by HES 161, Contracts (Individualized Program).

Students who are unable to participate due to medical reasons in the regular programs should enroll in HES 106, Adapted Physical Education, which can be substituted for courses in any skill except HES 107, Health/Wellness.

101, 102, 201, 202, 301, 302 Major Skills Skill development and methods and techniques of class organization and instruction for the following physical education activities: lacrosse, field hockey, wrestling, swimming, gymnastics, folk-square-social dance, baseball, softball, tennis, aerobics, conditioning, weight-training badminton, elementary school teaching, golf, archery, soccer, elementary-junior high-senior high games and recreational activities, basketball, volleyball, and track and field. This course is for health and exercise sciences major students. 1/4 course each.

Staff

112 Foundations of Health Physical Education, and Recreation Introductory study of the development of health, physical education, and recreation programs from historical, philosophical, and contemporary perspectives. Special emphasis will be placed on current controversial issues existing in physical education and athletics, as well as on the diversity of career options available within the allied health sciences.

Ms. Claiborne

209 Human Anatomy An introductory course in human anatomy. Systems of the body will be examined with emphasis placed on the integration of structure and function. Topics covered in laboratory and lecture will be cells, connective tissues, skeletal system, muscle tissue, nervous system, special senses, and circulatory system. *Prerequisites:* Biology 101, 112.

Mr. Biser

210 Human Physiology Systems of the body will be studied with emphasis on the integration of structure and function. Topics include endocrine regulation, respiration, nutrition, metabolism, fluid electrolyte and pH balance, reproduction, development/inheritance, and the digestive and urinary systems. Three class hours and laboratory. This course is designed specifically for student entering fields of allied health. *Prerequisites:* Biology 101, 112.

Mr. Biser

211 Personal and Community Health A critical look at the relevant health issues of this decade. Careful inspection of data concerning drugs, human sexuality, marriage and family living, old age, and pollution, is included along with the examination of the relationship of personal health problems to the community at large. *Prerequisites:* HES 209, 210 or permission of the instructor.

Mr. Reider

214 Sports Medicine Prepares the prospective coach for the prevention and care of injuries. Course includes instruction about protective equipment, safety procedures, and facilities, as well as preparation of the athlete for competition, emergency procedures, post-injury care, and medical research related to training and athletics. Material in the official Red Cross Standard First Aid courses will be given and certificates can be earned. Practical work covered includes massage, taping, bandaging, and the application of therapeutic techniques.

Mr. Biser, Mr. Cantele

218 Kinesiology Study of voluntary skeletal muscles, in regard to their origins, insertions, actions, and interrelationships with the body systems, with particular emphasis on the importance of wholesome body mechanics. *Prerequisite:* HES 209 or permission of instructor.

Mr. Donolli

230 Nutrition and Performance An investigation into the area of human nutrition, focusing upon the nutrients and factors which affect their utilization in the human body. Emphasis will be placed upon the effects of the various nutrients on fitness and athletic performance. Topics such as nutritional quackery, weight control, and pathogenic practices among athletes will be addressed. *Prerequisite:* Biology 101.

Ms. Claiborne

240 Sport Psychology Study of the principles and concepts used in sports psychology. The topics of personality and the athlete, success strategies of performance, and motivational theories will be

covered in depth. A history of sports psychology and the psychology of play and competition will also be stressed. *Prerequisite:* Psychology 101.

Mr. Janczyk

309 Physiological Responses to Endurance

Training Serves to acquaint the student with the physiological mechanisms that are involved in circuit, interval, and aerobic type endurance training. The physiology of cardio-respiratory and muscular responses will be covered. The students will be involved in practical application of the training methods studied. A pre-exercise and post-exercise test of significant endurance responses will be administered to each student.

Mr. Petrie

310 Principles and Techniques of Adult Fitness

Designed for students to gain an understanding of exercise prescription for healthy adults and for those with coronary heart disease risk factors. Standard fitness testing techniques will be demonstrated in supplemental laboratory sessions. All exercise testing and prescription considerations will be taught in accordance with guidelines established by the ACSM. *Prerequisite:* HES 309 or permission of the instructor.

Ms. Claiborne

320 Adapted Physical Education and Health

Inspection provides instruction and experience in the health inspection and observation of the school environment and of school children. Specific abnormalities of people are studied, and exercises are adapted for individuals to allow more complete personality and physical development through activity. A laboratory experience will allow students to gain first-hand experience in working with a special needs person. *Prerequisites:* HES 209, 210, 218, or permission of the instructor.

Mr. Rawleigh, Mr. Reider

332 Measurement and Evaluation in Health and Physical Education

Concentration on test preparation in the cognitive, psychomotor, and affective domains; application of measurement and evaluation optics; analysis of data through the use of computers; and participation in field experiences with standardized testing. Laboratory activities will acquaint students with testing situations and procedures in measuring the parameters of health and physical education.

Mr. Reider

342 Biomechanical Analysis of Sport Skills 6

Study of the science that investigates the mechanics of the human body at rest or in motion. The course

covers basic mechanical principles of statics and dynamics and application of these in the analysis of sport activities. Laboratory experiences include an analysis of a selected sport skill. *Prerequisites:* HES 209, 210, 218 and permission of the instructor.

Mr. David Petrie

361 Sports Medicine II An in-depth look at sports injury evaluation, treatment protocol, and rehabilitation programs. Basic first aid, CPR, and taping procedures are assumed. Comparison and analysis of facilities, modalities, and treatment/rehabilitation programs will be accomplished. Professional interaction with doctors and other allied health field professionals is required. This course is required for qualifications to sit for the N.A.T.A. Certification exam. *Prerequisites:* HES 209, 210, 214.

Mr. Donolli

415 Advanced Exercise Physiology An in-depth study of various factors affecting human performance, with emphasis on regulation of various bodily functions at rest and during physical activity. Laboratory activities will acquaint the student with equipment and testing procedures used in measuring physiological parameters. *Prerequisite:* HES 309.

Ms. Claiborne

449 Introduction to Research Provides a theoretical basis for conducting, interpreting, and analyzing research in physical education and exercise science. The course focuses upon problem identification, project planning and instrumentation, and data collection which result in a written senior thesis presented to HES faculty. *Prerequisite:* HES 332 or Math 107 or permission of the instructor.

Ms. Claiborne

464 Honors Thesis Will provide an opportunity for selected senior HES majors to conduct an original research investigation under the direction of a thesis committee. Upon completion of a formal thesis, each student will orally present the nature and results of the study to the entire HES staff. Successful completion of the program will entitle the student to receive credit for one course which can be applied toward the HES major. *Prerequisites:* HES 449 and by invitation of the department only.

Staff

Requirements for a minor in Health and Exercise Sciences Requirements for a minor in health and exercise sciences involve a total of six courses. Students must meet the prerequisite in the natural

sciences by completing Biology, 101, 102, or 112. The following five courses are required: HES 209, 210, 214, 218, and 309. The student may choose one course from the remaining to complete the minor: HES 230, 241, 310, 332, 361, 415, or 449.

History

Professor Boritt

Associate Professors Birkner (*Chairperson*), Chiteji,

Fick, and Forness

Assistant Professors Bowman, Clay, and Sanchez

Instructors Greene, Johnson

Adjunct Instructors Black, Pinsker

Lecturer Lehrman

Overview

The department aims to acquaint students with the concept of history as an organized body of knowledge and interpretation which shapes "the memory of things said and done." Mastery within this broad field provides an appreciation of history as literature, an understanding of our heritage, and a perspective by which one may thoughtfully evaluate our own time. Through classroom lectures and discussions, an introduction to research, and seminars, the department encourages the student to develop as a liberally educated person. Courses which the department offers help prepare students for graduate study and for careers in teaching, law, the ministry, public service, business, and other fields.

Requirements and Recommendations

Requirements for a major are ten courses, including History 109, History 300 (in the sophomore year), and one of the senior research seminars. All majors must pass at least four additional 300 level courses chosen from at least two of three groups: American, European, or Asian history. Senior research seminars, numbered 402 to 415, are normally restricted to history majors, for whom one is required. A selection from the list of seminars is offered each year. They provide students with an opportunity to work in small groups with a member of the staff in research upon a selected topic. Typically participants are expected to engage in reading, discussion, oral reports, writing of formal papers based on individual research, and critiques of each other's work. The minor in history consists of six history courses, of which no more than two may be at the 100 level and at least two must be at the 300 level. One course may be from the list of courses from other departments listed below that count toward the major. No courses taken S/U may be included.

Greek 251 (Greek History) and Latin 251 (Roman History) may be counted toward the ten-course requirement for the history major. A student who has declared a double major in history and a modern language may, with special permission from the chairperson of the department of history, count one of the following courses toward the ten-course requirement for the history major (but not toward the 300 level requirement): French 311, 312; German 211, 212, 213; Spanish 310, 311.

Distribution Requirements

All courses except History 300 are acceptable toward fulfilling the distribution requirement in history/philosophy.

The following courses meet the distribution requirement in non-Western culture: 221, 222, 227, 228, 271, 272, 321.

109 Introduction to World History An overview of world history to the twentieth century. This course identifies separate and interconnected old orders and great traditions of the world before 1400 A.D. and then investigates major transformations of world history from the fifteenth through the twentieth century. It focuses upon ideas, technologies, and economic imperatives that have shaped political, social, and cultural change.

Staff

110 The Twentieth-Century World Historical change in the global setting from the ascendancy of the pre-First World War empires to the present. Topics include technological development, imperialism and decolonization, world wars, political revolutions, social and economic forces, and the reshaping of thought and the arts in the diverse cultures of humanity. *Prerequisite:* History 109, Introduction to World History.

Staff

182 Lincoln A seminar limited to fifteen first year students. Emphasizes the Civil War, Gettysburg, black freedom, politics, statesmanship, family history, mythology, and the uses of history.

Mr. Boritt

184 European Inquisitions A seminar limited to fifteen first year students. Examines the rise and progress of inquisitions (including the Spanish Inquisition and the Roman Inquisition) in Europe. Analyzes connections between inquisitions and the Counter-Reformation, women, magic, popular culture, and marginalized social groups.

Ms. Sanchez

203, 204 History of England Surveys English history from the Anglo-Saxon invasions to the present, emphasizing institutional, social, and cultural developments. Some attention is given to Ireland, Scotland, and the overseas empire. The dividing point between the two courses is 1603.

Mr. Fick

205 The Age of Discovery A study of maritime exploration and discoveries of the Portuguese, Spanish, English, and French, and the geographical and technological bases for them, concentrating on the period 1400 to 1550. Attention is given to settlement of the newly-discovered lands, to the indigenous cultures, and to European perceptions of the Americas.

Mr. Fick

209 Women's History since 1500 A survey of the main themes in women's history since 1500, drawing on a comparative approach to incorporate European and American materials. Three roughly equal sections will take up work, sexuality, and gender in politics.

Ms. Sanchez

215, 216 History of Russia Survey of the major political, social, economic, and intellectual trends in Russian history. The first semester begins with the earliest Russian state and ends with the reign of Catherine the Great. The second semester covers the years from 1801 to the present.

Ms. Clay

221, 222 History of East Asia A survey of East Asian civilizations to approximately 1800 in 221, and of East Asian political, social, and intellectual developments since the Western invasions of the nineteenth century in 222.

Ms. Greene

IDS 227, 228 Civilization of India Course description included under inter-departmental studies.

Ms. Powers

233 Mission, Destiny, and Dream in American History An introduction to American history from the seventeenth century to the present by focusing upon the intertwining themes of the American people's belief in their unique mission and destiny in the world and their dream of creating a just and prosperous society. Students will probe the varying manifestations of these themes through major events and movements in American social, economic, and cultural life and in politics and diplomacy.

Mr. Forness

236 Urbanism in American History An introduction to American history from the perspective of urbanism. Beginning with the colonial town and continuing to the megalopolis of the late twentieth century, students will investigate the nature of urban life and its influence upon the course of American development.

Mr. Forness

238 African American History: a Survey Focuses on aspects of the African American experience from the seventeenth century to the present; special attention will be given to the slave experience; emancipation and reconstruction; racial attitudes; the northward migration of African Americans in the twentieth century; and the Civil Rights movement of the 1950's and 1960's.

Mr. Birkner and Mr. Johnson

239 Architecture and Society in Nineteenth-Century America A study of American architecture from the neo-classic developments of the late-eighteenth century to the work of Frank Lloyd Wright and his contemporaries at the beginning of the twentieth century, focusing upon relationships between architectural styles and the changing social, economic, and technological factors that influenced American culture.

Mr. Forness

243 Landscape and Environment in North American History Beginning with the first human habitation of North America, this course examines the role that nature has played in human life, which culminates with the modern environmental movement. Students will learn to view history in its environmental context, and to consider the physical landscape as a source for historical investigation.

Mr. Black

271, 272 African History and Society A study of the major themes and events in African history from the pre-colonial era to the present. The first semester covers traditional societies, state formations, Africa's relationship to the world economy, and European exploration and conquest. The second semester examines the events and processes leading to the colonization of Africa and subsequent changes in African societies under colonial rule, the ways in which Africans responded to challenges of colonialism, the rise of African nationalist movements, and post-colonial socioeconomic and political experiments.

Mr. Chiteji

300 Historical Method A course designed for history majors which introduces the student to the techniques of historical investigation, deals with the nature of history, and examines the relation of history to other fields of study. *Prerequisite:* Two courses in history.

Mr. Birkner

308 Women, Power, and Politics in Early Modern Europe Examines women's access to power and their participation in politics in late medieval and early modern Europe. Considers the different ways women could express a political voice and exercise influence.

Ms. Sanchez

311, 312 Medieval Europe A survey of the period from the breakdown of Roman institutions in the West to about 1050, with special emphasis on the role of the Church, the Carolingian age, the Viking invasions, the establishment of the German Empire, and the beginnings of the struggle between Empire and Papacy. History 312 deals with the central theme of the rise of a distinct medieval civilization and the emergence of the Western monarchies. Offered alternate years.

Mr. Fick

313 Renaissance and Reformation Beginning about 1300, treats the gradual decline of medieval civilization, the major theme being the transition from "medieval" to "modern." It ends about the middle of the sixteenth century with the establishment of Protestantism and the strong movement of reform within the Roman Church. Offered alternate years.

Mr. Fick and Ms. Sanchez

314 Age of Absolutism Beginning with the sixteenth century wars of religion, continues with a study of the Habsburgs' failure to dominate Europe, the Thirty Years' War, the emergence of France to predominance, the development of the absolute state and "enlightened despotism," the rise of new powers by 1700, and economic, cultural, and social developments. Offered alternate years.

Mr. Fick

316 Transformation of Nineteenth-Century Europe An exploration of the major dual transformation in modern history—the industrial and democratic revolutions. The course will explore the waves of economic and political change that Europe experienced, as well as some of their social and cultural consequences. Through readings students will travel to the Crystal Palace Exposition

and to coal mines, and participate in the Realpolitik of International Congresses and in utopian efforts to make a better world. Offered alternate years.

Mr. Bowman

317 Europe 1871-1919: Golden Age or Era of Nascent Crisis? From the Paris Commune of 1871 to the settlement of the Great War in 1919. This was an era of rising hopes and illusions, and countless achievements. The course will explore those perspectives and achievements, and the transformations in European economies, states, foreign relations, and in society and thought, that formed the backdrop for the Great War, when Europe's "proud tower" collapsed and a way of life was nearly destroyed.

Ms. Clay

318 Europe in Crisis Studies selected aspects of European history from the outbreak of the First World War in 1914 to the end of the Second World War in 1945.

Ms. Clay

319 Europe since 1945 Perspectives on postwar Europe: reconstruction, de-Nazification, de-Stalinization, the end of the colonial empires, nationalism and European integration, and the role of the state and of religion, with the reflection of these in culture and society.

Ms. Clay

321 Modern China A study of Chinese history since the Opium War of the nineteenth century, with emphasis on the Nationalist and Communist revolutions.

Ms. Greene

322 Modern Japan Examines Japanese history and culture from the end of the Tokugawa period (ca. 1800) to the present. Explores Japan's attempts at constructing a nation that would meet the challenges of modernity while at the same time preserving Japanese traditions.

Ms. Greene

335, 336 American Social and Cultural History Traces America's major social, religious, artistic, and philosophical movements and their immediate and long-range impact on American life and culture. Beginning with the American Revolution, History 335 covers the period to the Civil War. History 336 continues from that period to the present. Not offered every year.

Mr. Forness

342 Age of the American Revolution Deals with causes, conduct, and results of the revolution and creation of the constitution. Traces development of English and American political philosophies in 17th and 18th century. Studies women and African Americans in the revolution, and its impact on their lives.

Staff

343 Jeffersonian-Jacksonian Era Covering the period from the 1790's to the Mexican War, treats the development of American national life and sectional interests under such influences as Jefferson's agrarian republicanism and the new democratic movements of the Jacksonian period. Not offered every year.

Mr. Forness

345 Civil War The trauma of America from the end of the Mexican War to Appomattox, moral judgments in history, political culture, economic interests, diplomacy, and war.

Mr. Boritt

348 Early-Twentieth-Century America Deals primarily with the major political, economic, and social developments in the United States from about 1900 to 1945. Some attention is given to the role of the United States in the world during this period.

Mr. Birkner

349 The United States Since 1945 Deals with the major political, economic, and social developments in the United States since 1945, and with the demands made upon the United States as a leading world power.

Mr. Birkner

Senior Research Seminars:

402 Tudor England

Mr. Fick

410 Abraham Lincoln

Mr. Boritt

412 Eisenhower and His Times

Mr. Birkner

413 Decolonization in Africa

Mr. Chiteji

414 The Far West before the Civil War

Mr. Forness

415 The Russian Revolution

Ms. Clay

Individualized Study An individual tutorial, research project, or internship requiring the permission of an instructor who will supervise the project. The instructor can supply a copy of the statement of departmental policy regarding grading and major credit for different types of projects. Either semester.

Staff

Interdepartmental Studies

Associate Professor Winans (*Chairperson*)

Adjunct Assistant Professor M. Baskerville

Adjunct Instructors Powers and Dombrowsky

Lecturers P. Johnson, Jones and Nordvall

Scholar-in-Residence Fiedler

The Committee on Interdepartmental Studies offers courses and coordinates specialized interdepartmental programs. These may include international programs (such as summer study in Nicaragua) and global/area studies.

Among other opportunities for Interdepartmental Studies is the special major: a student, with the consent of two supervising faculty members from different departments, may design a coherent program of at least ten courses focusing on a particular issue or area not adequately included within a single department. It may be based on any grouping of courses drawn from any part of the curriculum so long as the proposed major is coherent, serves a carefully defined purpose, and includes no fewer than eight courses above the 100 level, three or more courses at the 300 level, and a 400-level individualized study course. The Committee on Interdepartmental Studies has final responsibility for approving special majors (see page 24 for a fuller description).

By nature of their objectives and content, Interdepartmental Studies courses cross the lines of departments and specialized disciplines. For example, some of these courses attempt to provide the common body of knowledge traditionally associated with a liberal education; others attempt to integrate the understanding of different kinds of subject matter; and still others combine methodologies from diverse departments and disciplines. Most notably, the Senior Scholars' Seminar challenges an invited group of seniors, representing as many academic departments as possible, to apply their skills to the investigation of a problem which crosses the boundaries of, and demands the methods of, several disciplines.

In addition to the courses listed below, courses of an interdepartmental nature can be found in this catalog under the **African American Studies** program and the **Women's Studies** program.

103, 104 Literary Foundations of Western Culture

A study of selected major literary works of Western culture. Authors included range from Homer and Plato through St. Augustine and Dante to Shakespeare, Milton, and Goethe. By means of reading and discussing complete works of literature, the student is introduced to those humanistic skills that have traditionally distinguished the liberally educated person. Fulfills distribution requirement in literature.

Staff

111, 112 Ideas and Events Behind the Arts (See listing under Art Department)

155 Introduction to Intercultural Communication

An examination of the meanings and interrelationships of basic concepts of interpersonal and intercultural communication in the United States. The course will analyze our construction of reality and how people interpret, construct and communicate meaning (verbal and non-verbal). Social and cultural issues such as prejudice, gender identity, ethnic identity, and xenophobia will be discussed. Students will gain a deeper understanding of themselves and others as cultural beings by exploring cognitive, affective and behavioral theories and practices affecting cross-cultural communication.

Mr. Johnson

202 Biomedical Ethics A study of the scientific and philosophical dimensions of issues in biomedical ethics. The course will examine fundamental questions of distributive justice, human and animal rights, autonomy, informed consent, privacy and the value of life as they arise out of biomedicine and biomedical research. Specific attention will be given to such issues as medical experimentation, fetal research, behavior control, allocation of medical resources, and AIDS related issues. Fulfills distribution requirement in history/philosophy. *Prerequisites:* Biology 101, 102 or 112, or their equivalents, or by permission of instructors. Not offered every year.

Ms. Etheridge and Ms. Portmess

206 Byzantine Civilization A seminar on the civilization that centered on Constantinople from its founding as the new capital of the Roman Empire in 330 to its capture by the Ottoman Turks in 1453. All aspects will be discussed: the army and navy,

education and scholarship, religions, economics, social life, sports, administration, art and architecture, and international relations. Fulfills the distribution requirement in history/philosophy. May be counted in the requirements for a religion major. Not offered every year.

Mr. Trone

211 Perspectives on Death and Dying A study of death and dying from a variety of perspectives: psychological, medical, economic, legal, and theological. Dignity in dying, what happens after death, euthanasia, body disposal, AIDS, and other such problems are examined. Fulfills the distribution requirement in history/philosophy. May be counted in the requirements for a religion major. *Prerequisite:* permission of the instructor.

Mr. Moore

215 Contemporary French Women Writers (in English)

An investigation of the "myth of woman—a male invention as Simone de Beauvoir pointed out—through various twentieth-century texts. Students will read everything from a novel by this century's earliest and most notable French woman writer, Colette, to the exposition of Luce Irigaray on Freud and Julia Kristeva on the feminine in language. All readings and discussions will be in English. Not offered every year.

Ms. Richardson Viti

2625 Comparative Poetry and Poetics A panoramic view of poetry in various languages and from all periods, arranged thematically. This team-taught course will focus on reading poetry, in translation or in the original language, according to the student's language skills, and on an examination of poetic theory as it has developed in different language cultures. Fulfills the literature requirement.

Prerequisite: permission of one of the instructors. Not offered every year.

Ms. Arey, Ms. Olinger, and Ms. Powers

227, 228 Civilization of India A study of cultural encounters and exchanges between the Indian sub-continent and other major world cultures. First course: Indus Valley civilization, the coming of the Aryans, and the evolution of Hinduism; Graeco-Roman influences on Indian civilization; Buddhism and the Chinese exchange. Second course: Indian colonies in Southeast Asia; Muslim and European colonization of India; politics and economics of post-Independence. Fulfills the distribution requirement in history/philosophy and the distribution requirement in non-Western culture. Alternate years. Offered 1994-95.

Ms. Powers

235 Introduction to African Literature A survey in English of modern sub-Saharan African literature. After an introductory section on background and the oral tradition, the course will treat the primary themes of this writing, many of which bear the stamp of the colonial experience and its aftermath. Representative novels, plays, and poetry will be read and discussed for their artistic value and cultural insights. Short papers, mid-term and final examinations are required. Fulfills the distribution requirement in literature and the distribution requirement in non-Western culture. Alternate years. Offered 1994-95.

Mr. Michelman

237, 238 Literature of India Study of major Indian literary works in translation. First course: Vedic hymns, major epics, Sanskrit drama, Gupta love poetry, and political fables. Second course: Tamil epic and lyrics, devotional poetry, Islamic literature, and the modern novel. Complete works are read from the standpoint of religion, history, and aesthetics, using criticism from Western and Indian sources. Fulfills the distribution requirements in literature and in non-Western culture. Alternate years. Offered 1993-94.

Ms. Powers

239 Architecture and Society in Nineteenth Century America
(See listing under History Department)

240 Energy: Production, Use, and Environmental Impact

Conventional as well as alternative energy sources are examined with respect to supply, price, technology, and environmental impact. U.S. consumption patterns are studied and the potential of conservation is addressed. Sample topics include nuclear reactors, fossil fuel supply, photovoltaics, air pollution, greenhouse effect, and energy efficient architecture. *Prerequisite:* One college science course.

Mr. Cowan

241 Modern Irish Drama (Cross-listed with ENG 241) An exploration of the evolution of modern Irish theatre within the matrix of the esthetic and political revolutions that occurred, and continue to occur, in twentieth-century Ireland. Irish dramatists in this milieu have produced a body of literature remarkable for both its unparalleled artistic achievement and its acute political and social responsiveness. Major emphasis will be accorded W. B. Yeats, Lady Augusta Gregory, John M. Synge, Sean O'Casey, Samuel Beckett, and Brian Friel. Fulfills the literature requirement. Not offered every year.

Mr. J. Myers

244 Introduction to American Folklore Begins with discussions of the nature of folklore and some sense of the history of the discipline, including information on current approaches and methodologies. This will be followed by material on the folk group, the folk process, the folk performance, the nature of folk world-views, and guidance on doing folklore research. The emphasis will then shift to children's folklore, urban legends, Gettysburg ghost stories, gender-related folklore, African-American folklore in historical context, and a final section on folk song and folk music. Not offered every year.

Mr. Winans

246 Irish Quest for Identity: The Irish Literary Revival A study of the culture and history of Ireland as reflected in its literature in English c. 1880-c. 1940. The course will explore how Ireland, principally through her writers, succeeded in reviving and asserting her unique Gaelic identity during the decades immediately preceding and following the War of Independence (1916-1921). Authors to be studied will include Samuel Ferguson, Standish Hayes and Standish James O'Grady, Douglas Hyde, Augusta Gregory, W. B. Yeats, J. M. Synge, George Russell, James Stephens, Sean O'Casey, and James Joyce. Fulfills the literature requirement. Not offered every year. Offered 1994-95.

Mr. J. Myers

247 Maintaining Irish Identity: Modern Irish Literature A survey of Irish literature since the 1940's. The course will examine how poets, dramatists, and writers of fiction have responded to the problems of maintaining an Irish identity on a partitioned island and in the contemporary world. Special attention will be given to the inter-relationship of Catholic and Protestant and rural and urban traditions. Authors to be studied will include the following: from drama, Samuel Beckett, Hugh Leonard, Brian Friel, Thomas Murphy; from poetry, Seamus Heaney, Patrick Kavanagh, Austin Clarke, Eilean ni Chilleainain, John Montague, Eavan Boland; from fiction, Sean O'Faolain, Mary Lavin, Edna O'Brien. Fulfills the literature requirement. Not offered every year.

Mr. J. Myers

249 Jewish Writing in the Modern World An overview of Jewish writing during the past century, from Europe, America and Israel. Thematically centered on the Jewish engagement with the modern world and its modernist and post-modernist voices, the course will explore the ways in which various writers address the crises and problems posed by recent history. Students will explore literary

responses to the relocation of Jewish communities and the attendant difficulties of assimilation and occluded origins, to the opportunities and demands of Zionism, to the question of belief in the post-war world, to manifestations of Jewish self-hatred, and to the challenge to traditional constructs of God and the community raised by various currents within modern intellectual life.

Mr. Goldberg

250 Criminal Justice Overview of the criminal justice system in the United States and the role in that system of features such as police, attorneys, trials, and prisons. Major United States Supreme Court cases are read to illustrate the nature of legal reasoning and criminal justice problems. Not offered every year. Offered 1994-95.

Mr. Nordvall

252, 253 Area Studies Seminar: Japan An interdisciplinary study of various dimensions of Japan's culture, history, literature, political and social life, and performing arts. Seminar themes will be shaped by visiting scholars and performers on campus as part of the Area Studies Program.

Ms. Fiedler

254 Vietnam: War and Protest An interdisciplinary exploration of the Vietnam War (1964-1975), with attention paid to the history of Marxism in southeast Asia, French colonialism, the military and political history of the American involvement, the peace movement in the U.S., and the literature generated by the war. Outside speakers and audio-visual materials will be used extensively.

Mr. Dombrowsky and others

255 Science, Technology, and Nuclear Weapons Study of the effect of technology on the many issues related to nuclear weapons. Coverage includes nuclear weapons effects, strategic arsenals, past and current attempts at arms control, nuclear proliferation, and nuclear disarmament. Special emphasis will be given toward understanding future technological trends in the post cold war climate.

Mr. Pella

260 The Holocaust and the Third Reich An intensive study of selected writings (poetry, prose, drama) which demonstrate the possibilities of literary expressions in response to the Holocaust. Students will read various writings in English by German and non-German writers, including Heinrich Boll, Ilona Karmel, Gunter Grass, and Elie Wiesel. The course will also include such films as *The*

Tin Drum, *The White Rose*, and *Night and Fog*. No knowledge of German is required. Does not fulfill the literature requirement. Not offered every year.

Ms. Armster

267 Theatre and Religion An investigation of the theatre's role in various western and non-western religions. Students will gain an understanding of and an appreciation for the function of performance and design in worship, liturgy, and ritual. They should develop some critical sense of the theatre's effectiveness as a teaching device within a religious context. A significant effort will be made in assessing religion's impact on the theatre's evolution in form, style, and purpose. Fulfills distribution requirement in fine arts and religion. *Prerequisite:* Permission of the instructor.

Mr. Hanson

272 Gods, Heroes and Wagner A study of the artistic and philosophical thought of composer Richard Wagner as expressed in his monumental music drama, *Der Ring des Nibelungen*. Wagner, a contemporary of Marx and in many ways no less revolutionary, adapted the myths and legends of the Germanic past to dissect European reality of the nineteenth century. By utilizing various approaches (biographical, mythological, literary, political/historical, aesthetic, musical, psychological), students and instructor will attempt to assess Wagner's position in his own age as well as his impact on succeeding generations, including that which embraced the ideology of national socialism. No knowledge of German or background in music is required. Not offered every year.

Mr. McCordle

273 Four Centuries of Doctor Faustus A study of selected treatments of the Faust theme in literature, music, and art. Readings will include (but not be limited to) the chapbook of 1587, Marlowe's *The Tragical History of Doctor Faustus*, Goethe's *Faust*, and Thomas Mann's *Doctor Faustus*. The operas of Gounod and Boito and other musical compositions as well as illustrations by artists such as Delacroix will supplement the readings, along with recordings, films, theatrical performances (subject to availability). All readings in English. Not offered every year.

Mr. McCordle

3162 Ancient Egypt: Its Language, Literature, Art, and History A study of Ancient Egypt's culture as reflected in its language, literature, and art. Although the student's study of the Egyptian language itself will be confined to the script,

vocabulary, and grammar of the Middle Kingdom (c. 2240-1570 B.C.E.), Egypt's literature and art from 2900-1100 B.C.E. will be presented in their historical context. Fulfills the distribution requirement in non-Western culture and may be counted toward the requirements for a religion major. *Prerequisite:* Permission of the instructor.

Mr. Moore

320 Human Sexual Behavior Discussion of bio-sexual, sociosexual, and psychosexual development in a cultural-behavioral setting. Resources from a variety of disciplines will be discussed as they relate to the present-day social-sexual milieu. Seminar format. In-depth research investigation required. Enrolls seven women and seven men.

Mr. Jones

325-L London Seminar: Comparative Suburbia An interdisciplinary exploration (through readings, discussions, and excursions both in and out of London) of the origins and evolution of suburbia in England and America. The course will consider the extent to which American development followed a different pattern from that in England, and what the implications of suburban sprawl have been, particularly in the past half century. Participants in the seminar will explore the various kinds of suburban communities that have emerged in both England and the U.S. Attention will be paid to the impact on both cities and surrounding countryside, past, present, and future. In addition to readings pertinent to the topic, students will visit suburban sites outside of London and examine depictions of "country" and city in leading museums.

Mr. Birkner

401 Senior Scholars' Seminar: The Future of Humanity Seminar for selected senior students addressing an important contemporary issue affecting the future of humanity. The approach to this issue is multidisciplinary. Authorities of national stature are invited to serve as resource persons, and seminar participants present a final report on the topics discussed. The seminar meets in the fall semester and earns one course credit. Interested students should consult page 34 of this catalogue for admission criteria.

Special Programs American Studies

Gettysburg College offers a variety of courses analyzing American life and thought, thereby providing students with many opportunities for creating special majors in American Studies. Such

majors may emphasize behavioral analyses, historical perspectives, literary and artistic dimensions, or coherent combinations of such approaches as they are reflected in courses from several departments. For example, special majors could be designed in the areas of early-American culture, modern American social stratification, ethnicity, or the religious and economic values of the American people. Students should seek assistance in planning an American Studies special major from Professors Birkner (History) or Winans (English), or other faculty members who teach courses in these areas, or from the Committee on Interdepartmental Studies. Course offerings suitable for special majors in American Studies are found under many departmental listings.

Asian Studies

Gettysburg College offers a number of courses for students wishing a sound introduction to Asian culture as part of the liberal arts curriculum. Each Asian Studies course fulfills some distribution requirement. These courses are presented by members of various departments, persons with interests and competence in Asian Studies. A student may construct a special major with concentration in Asian Studies. Students should seek assistance in planning an Asian Studies special major from Professors Gaenslen (Political Science) or Hammann (Religion) or Powers (IDS), or other faculty members who teach courses in this area, or from the Committee on Interdepartmental Studies. Course offerings suitable for special majors in Asian Studies are found under many departmental listings.

Global Studies/Area Studies

Gettysburg College offers an array of courses in global studies through the course offerings of several departments and through its yearly Area Studies program. Each year the College arranges a program of films, lectures, symposia, and special events focused on an area in the world of critical interest. The program has dealt with such topics as Central America, Vietnam Ten Years After, and Struggle in Southern Africa. Most recently, Area Studies has focused on China in Revolution, Mexico, the Caribbean, and Japan. The upcoming two-year focus of the Area Studies program will be Africa and the environmental challenges it faces. To enhance the academic offerings in these areas of study, the College has had the privilege of scholars-in-residence from various areas of the world. Scholars-in-residence offer courses and guide individualized studies for students in their areas of interest. Often

several specific courses are available that study the area focused on for the year. Students may enroll in IDS 252, 253, the Area Studies course, in either or both semesters. These tutorial courses require participation in the several aspects of the Area Studies program and a special project under the supervision of a member of the faculty.

Law, Ethics and Society

Gettysburg College offers several law-related courses which present students the opportunity to explore fundamental aspects of the law as part of the liberal arts curriculum: civil rights and liberties, constitutional law, the criminal justice system, ethical issues and the law, legal reasoning, business law, environmental law, and criminology. Through such interdisciplinary study, students will explore the close interplay of law, ethics and the society from which law springs and which it serves. Special majors may be designed which emphasize the law within its social and historical context and which, combined with internships, research opportunities or off-campus study (such as our exchange program with American University), give students a rich appreciation for the law in its many dimensions. Students who wish more information may contact any of the following advisors to the program: Professors Mott (Political Science), Portmess (Philosophy), S. Walton (Management), and Hinrichs (Sociology), and Dean Nordvall (College Life).

Medieval and Renaissance Studies

Through the curricular offerings of eight academic departments and the Interdepartmental Studies Program, the College makes available a wide range of courses that deal with the civilizations and cultures of the medieval and Renaissance eras. Those eras laid the foundations for many modern ideas and values in the fields of literature, history, religion, political theory, music, art, science, technology, commerce, mathematics, and law. For many students concerned with a more realistic understanding of the rich heritage derived from the medieval and Renaissance worlds, the vitality and creative energy of those eras hold a special fascination and add new dimensions for comprehending contemporary issues. Students are encouraged to construct special majors in Medieval and Renaissance Studies. Majors in this area might deal with the medieval church and the arts, medieval literature and philosophy, or the ideological and institutional revolutions of the Renaissance. Students should seek assistance in planning such special majors from Professors Fick (History) or Trone (Religion).

Summer Study in Nicaragua

Gettysburg College offers a three-week course of study in Central America. Two courses are offered through Interdepartmental Studies and Spanish, one in environmental politics, and the other in language study. The program varies slightly from year to year, though it always includes time spent in Leon, a "provincial capital" in western Nicaragua. From there travel and work are possible in other regions of the country. The rest of the stay is spent in Managua. Interested students should contact the Center for Public Service for information on schedule, cost, and course offerings.

Japanese Studies

The courses offered are designed to acquaint the student with the basics of the Japanese language and culture. No major or minor is currently offered in this area. Students may use Japanese language courses (through the 202 level) to fulfill the language distribution requirement. The following courses fulfill the distribution requirement in non-Western culture: 140, 150, 221, 223, 225, 226. The administration of the Japanese language program is overseen by the Committee on Interdepartmental Studies.

101, 102 Basic Japanese Introduces the three types of Japanese writing and most grammar necessary for speaking and reading basic Japanese. Language Laboratory usage is required.

Ms. Tsuboi

140 Traditional Japanese Theatre A study of the history of Japanese traditional theatre, covering the four major types of theatre performance: *Noh*, *Bunraki*, *Kabuki*, and *Kyogen*. The staging and acting techniques of these traditions will be studied, and mini-performances (of about five to ten minutes) of either *Kabuki* or *Kyogen* scenes will be presented by the students. Primary emphasis will be placed on *Kabuki* theatre because it most manifests the cultural values of modern Japan. Fulfills the distribution requirement in Non-Western Culture.

Ms. Tsuboi

150 Contemporary Japanese Culture and Society An introduction to the major social and cultural themes, issues and institutions in contemporary Japan, as seen through the lens of Japanese culture. Major topics discussed include: cultural notions used in the construction of the self and gender; family, marital, and kinship relationships; social organization; education; work; and religious and ritual practice. These topics will be examined from an anthropological perspective.

Ms. Fiedler

201,202 Intermediate Japanese Completes the fundamental grammar and practice of oral and written Japanese. The course is designed to teach both Japanese language and culture. Completion of Japanese 202 will enable students to communicate with native Japanese people with appropriate cultural sensitivity. Language laboratory is required.
Prerequisite: Japanese 102 or its equivalent.

Ms. Tsuboi

225 Anthropology of Japanese Women An examination of the lives of women and the dynamics of gender in Japanese society. Drawing on recent work in the anthropology of Japan and the anthropology of women, and using cross-cultural comparisons, the course will explore various aspects of Japanese women's roles and their relations with men and other women. Students will critically assess the ways in which Japanese women's roles are shaped through the life course by such factors as family and kinship relationships, education, work, class, and religion.

Ms. Fiedler

226 Health and Illness in Japanese Culture A study of various issues related to health and illness in Japanese culture. We tend to consider our attitudes and beliefs regarding the body, health, illness and healing as being natural and universal rather than as being a product of our culture. This course is designed to explore how Japanese culture shaped beliefs and practices associated with the achievement and maintenance of health and the definition and management of illness.

Ms. Fiedler

451 Individualized Study: Tutorial in Advanced Japanese

Staff

Latin American Studies

Emelio Betances, Coordinator

Gettysburg College offers a minor in Latin American Studies. The minor consists of a variety of courses in several departments in the social sciences and in the humanities. Students who choose this minor are encouraged to study abroad for a semester or a year.

The College provides an intellectual environment for the study of Latin America. Our program of activities includes a lecture series, panel discussions, art exhibits, films, field trips, and service learning opportunities in Latin America as well as in the local Latino community. In this environment students will develop an understanding of Latin America and the

Caribbean and will come closer to an appreciation of our hemispheric neighbors.

A year-long colloquium on Latin American issues is offered for interested faculty and students. The Colloquium meets three to four times each semester to explore the different cultural, historical, economic, and political aspects of Latin America today. Each meeting has a speaker either from the college community or from other institutions who discusses his or her own research on Latin America. Students who have studied in Latin America or who have had service learning experience in Latin America are encouraged to present reflections on their experiences. The Colloquium is intended to be a forum for lively discussion of contemporary Latin American realities.

Off-campus program in Mexico, Nicaragua, and Brazil offer students opportunities to broaden and deepen their knowledge of Latin America. Students interested in a special major in Latin American Studies may combine courses in the minor with additional courses in Political Science, Economics, Sociology, Anthropology, Spanish, History, Management, and Environmental Studies.

For the minor, students will fulfill the language distribution requirement in Spanish or Portuguese and will take six courses from the list below, distributed in the following manner:

Three courses from the Core; one course from Group I; one course from Group II; and one course from Groups I, II, or III.

The Core consists of the following courses:
LAS 140: Introduction to Latin America
Las 261: Colonial Latin America
LAS/Soc 262: Social Development of Latin America

Group I consists of the following courses in the Social Sciences:

Political Science 275: Latin American Politics
LAS/Soc 267: Politics and Society in Latin America: The Case of the Dominican Republic
LAS 461: Individualized Study
Sociology 213: Political Sociology
Anthropology 224: Native Peoples of the Circum-Caribbean
Anthropology 232: Pre-Columbian Civilization of Middle America
Economics 338: Economic Development

Group II

- Spanish 311: Latin American Civilization (in Spanish)
 Spanish 315: Introduction to Hispanic Cinema (in Spanish)
 Spanish 319: Hispanic Theater (in Spanish)
 Spanish 320: Lyric Poetry (in Spanish)
 Spanish 324: Latin America Contemporary Prose (in Spanish)
 LAS 249: Brazilian Culture and Society
 LAS 147: Contemporary Latin American Culture

Group III consists of the courses offered abroad

Latin American Studies

140 Introduction to Latin America A study of the peoples and civilization of pre-Columbian America, and of the institutions, economy, history, and culture of Latin America and the Caribbean from the Spanish conquest to the present. The course reviews several case studies in order to examine how modern Latin America responds to underdevelopment in its struggle for political and cultural integration.

Mr. Betances

147 Contemporary Latin American Culture

A study of contemporary Latin American culture through the examination of its art—literature, music, film, painting, photography—viewed as an expression of the permanent conflict between the artist and his/her social environment. The course will focus upon the interrelationships between the social, political and intellectual factors that influenced the development of Latin American cultures and their unique artistic creations. Emphasis will be also be placed upon the predominant view among Latin American intellectuals that the artist has the power and the obligation to effect change and modify society through art.

Staff

249 Brazilian Culture and Society An overview of the diverse and complex culture and society of Brazil, South America's largest country. Approaches to the subject will be historical, sociological and anthropological. The course will employ current as well as historical materials.

Staff

267 Society and Politics in Latin America: A Case Study of the Dominican Republic A study of the socio-political evolution of the 19th and 20th century Dominican Republic. This course will examine the tension between dictatorship and democracy, the changing economic patterns of Dominican life and

the influence of the U.S. military interventions of 1916-1924 and 1965-1967 on the modern Dominican state. Emphasis will be placed on how the Dominican Republic mirrors contemporary Caribbean socio-political development.

Mr. Betances

261 Colonial Latin America The history of Latin America from the arrival of Columbus to the independence movement in the early decades of the nineteenth century. The course will explore the building of a colonial order as a unique experience of two different societies coming together.

Mr. Betances

262 Social Development of Latin America A study of the the formation of Latin American republics, focusing upon the interplay between internal processes and external influences. Students will examine the Latin Americans' struggle for political and cultural integration to overcome their colonial heritage and to build national states.

Mr. Betances

267 United States-Latin American Relations

Diplomatic, economic, and cultural relations between the United States and Latin America from the colonial era to the present. Students will examine the topics of cultural stereotypes, military intervention, migration and refugee issues, revolutionary change, and trade and development from both the Latin and North American perspectives.

Staff

275 Latin American Politics. This course is designed as an introduction to Latin American Politics. Its focus is on the political issues surrounding economic development in the Latin American context: the political preconditions, the policy choices of Latin American regimes and leaders, and the political consequences of development in general and of those policy choices in particular. Thus, the course is also about political development, about the ways in which politics has unfolded in Latin America. The course also compares the political systems and development trajectories of Latin American countries to other countries in the world. *Prerequisite:* Political Science 104 or permission of instructor.

Ms. Hartzell

Affiliated Courses

Economics 338 Economic Development
 Political Science 275 Latin American Politics
 Spanish 311 Latin American Civilization
 Spanish 315 An Introduction to Hispanic Cinema
 Spanish 319 Nineteenth-Century Literature in
 Spain and Latin American
 Spanish 320 Lyric Poetry
 Spanish 324 Latin America Contemporary Prose
 Sociology and Anthropology 232 Precolumbian
 Civilizations of Middle America
 Sociology and Anthropology 213 Political
 Sociology
 Sociology and Anthropology 224 native Peoples of
 the Circum-Caribbean
 Sociology and Anthropology 232 Precolumbian
 Civilizations of Middle America

Management

Professors Pitts, Rosenbach, and Schein
 (Chairperson)
 Associate Professors Redding and C. Walton
 Assistant Professors Frey, Star, Tracy and S. Walton
 Instructor Brandt
 Adjunct Instructors Morse and Radosh

Overview

The Department of Management of Gettysburg College provides a distinctive curriculum designed to engender understanding of the role of management in a variety of organizational settings: public, private, local, national, and international. In order to develop the breadth of understanding appropriate for a liberal education, the curriculum is integrative. The curriculum incorporates the historical and social contexts within which managerial decisions are made and brings into clear focus the moral and ethical dimensions of such decisions. Students thus are encouraged and equipped to become informed decision-makers who employ carefully-considered values and the aesthetic and intuitive components of leadership as well as the relevant analytic and technical skills. Most importantly, the curriculum and the manner in which it is taught foster the qualities of critical, creative thinking; the entrepreneurial disposition to be intellectually bold, independent, and innovative; the zest for lifelong learning; and the values so important to vital and socially responsible management in our public and private enterprises. The department offers a major in management, with four areas of concentration: entrepreneurship, human resources, accounting and

finance, and international management. In addition to its liberal arts objectives, the department's curriculum is designed to meet the needs of students who intend to enter graduate professional schools in business administration and related areas, or to pursue a career in public or private enterprises.

Requirements and Recommendations

Majors in management are required to complete eight core courses plus a minimum of three courses in one of the four areas of concentration. In addition, beginning with the class of 1998, management majors are required to take Math 109. It is recommended that Math 109 be taken during the first year. The eight core courses are as follows: Economics 103-104, Management 153, Economics 241, Management 247, Management 266, Management 267, and Management 400. Each student majoring in management will also be required to take at least three courses in one of four areas of concentration: entrepreneurship, human resources, accounting and finance, or international management. Students anticipating a management major are encouraged to take Economics 103-104 during the first year.

In order to qualify for departmental honors in management, a student must 1) satisfactorily complete Management 400 during the senior year with a grade of B or better; 2) be recommended by his or her adviser; and 3) have earned a 3.3 departmental grade point average.

The department offers a management intern research program (Management 475) for selected management majors entering their junior or senior year. The program consists of an employment experience completed during the summer following the junior or senior year, and an academic component completed during the next semester the student is on campus. One course credit is awarded for successful completion of the internship.

Additional information regarding the Department of Management is contained in *Managing Your Major: Department of Management Handbook*. All majors and potential majors are urged to obtain a copy of this booklet.

153 Financial Accounting Study of the basic principles, concepts, and problems in recording, summarizing, reporting, and analyzing financial data. Emphasis is placed on reports used by decision-makers, both inside and outside the firm. *Prerequisite:* Sophomore status.

154 Managerial Accounting Study of accounting concepts for planning, control, motivation, reporting, and evaluation by management of the firm. *Prerequisite:* Management 153.

Staff

247 Management Information Systems An introduction to information technology and the management of information systems. The focus is the management of change, computer applications, and information technology applications. *Prerequisite:* Management 266 or permission of the instructor.

Staff

253-254 Intermediate Accounting Continued and more intensive study of the principles, concepts, and theories prevalent in accounting. Emphasis is on literature and pronouncements of professional accounting groups and regulatory agencies. *Prerequisite:* Management 154 and permission of the instructor.

Staff

266 Management and Organization An introduction to management ideas, processes and techniques used in both profit and not-for-profit organizations. The focus of the course is upon the challenge of managing different organizations in contemporary society. *Prerequisites:* Sophomore status or higher.

Staff

267 Business Finance Introduction to the principles and practices involved in the acquisition and administration of corporate funds. Emphasis is placed on financial planning, investment analysis, asset management, and sources and costs of capital. *Prerequisites:* Management 153 and 266, and Economics 241.

Staff

270 Organizational Behavior Theory of behavioral science applied to the organization, with emphasis on the interaction of the individual and the organization. Topics range from individual attitudes and behavior to organizational change. *Prerequisite:* Management 266 or permission of the instructor.

Staff

340 Production Management Study of production management from a decision area and decision technique framework. Examines principles of forecasting/staffing, inventory control, and quality assessment and surveys operation strategies such as total quality management (TQM) and robotics. Focus is on business environments that favor inter-

functional collaboration. *Prerequisite:* Management 266 or permission of the instructor. (Beginning with the Class of 1998, Math 109 also required).

Staff

353 Cost Accounting Concepts of cost accumulation and cost analysis for decision-making purposes. Emphasis is placed on use of these concepts in manufacturing concerns and other organizations. *Prerequisite:* Management 154.

Staff

355 Auditing Introduction to the objectives, concepts, analysis, and procedures underlying the review of financial reports prepared by organizations. Emphasis is placed on the analysis of internal control and the auditor's ethical and legal responsibility. *Prerequisite:* Management 254 or concurrent enrollment.

Staff

356 Federal Taxes An introduction to federal income tax with focus upon tax research and principles as they relate to tax preparation and tax policy.

Staff

360 Organizational Ethics Exploration of the relationship between law and ethics, of ethical factors and restraints, recognition of ethical dilemmas affecting managerial decision-making, and policy in private and public sector organizations; examination of a variety of ethical issues, such as those relevant to the environment, consumer protection, discrimination in the workplace, conflict of interest, global economy, social responsibility of organizations, and professionalism; emphasis on case study method. *Prerequisite:* Junior status or higher.

Staff

361 Marketing Management Study of the dynamic nature of contemporary marketing: the marketing concept, consumer buying behavior, marketing research, the promotional mix, and international marketing. Incorporates case studies, current problems, and ethics of marketing. *Prerequisites:* Economics 103, 104. Statistics (Economics 241 or equivalent) strongly recommended.

Staff

363 Business Law Legal environment of business and how law affects managerial decision-making; introduction to law of torts, business crimes, contracts, sales, product liability, consumer protection, bankruptcy, leases, formation of corporations and partnerships, employer-employee

rights, environmental regulation, intellectual property, Uniform Commercial Code; examination of court systems, legal process; discussion of international business law, governmental regulation of business, constitutional issues relevant to business; use of case study method where appropriate.

Prerequisite: Management 266 or permission of the instructor.

Staff

364 Advanced Business Law In-depth study of contemporary legal environment of business and how law affects managerial decision-making. This course provides an examination of the Uniform Commercial Code, contracts, sales, partnerships, corporations, small business organizations, franchises, banking, bankruptcy and reorganization, property, international transactions, and governmental regulation of organizations. The class explores the principles of tort, contract, and constitutional law. The case study method is employed as appropriate. *Prerequisites:* Management 266 and Management 363 or permission of the instructor.

Staff

365 Human Resources Management Major principles of human resource management from the perspectives of both organizational demands and individual interests. Basic theoretical and applied concepts are covered, including recruitment, selection, performance appraisal, labor relations, compensation, training, and productivity improvement. Focus is also on relevant issues of the decade, such as the work/family interface, privacy, cultural diversity, workplace discrimination, and legal issues. Project work with organizations required. *Prerequisite:* Management 266.

Staff

368 Investment Management Investment practices, the risks of investment, and the selection of appropriate investment media for individuals, firms, and institutions. Theories and techniques for maximizing investment portfolio performance are studied. Emphasis is placed on analysis and selection of securities, portfolio management, and the operation of securities markets. *Prerequisite:* Management 267 or permission of the instructor.

Staff

373 Advanced Accounting An examination of advanced concepts and accounting problems in areas such as non-profit organizations, partnerships, and international accounting, with emphasis on accounting for business consolidations. *Prerequisite:* Management 254.

Staff

381 Small Business Management Study and critical analysis of the principles and procedures for establishing, developing, and managing a small business. The relevant differences between large and small business management are examined.

Prerequisites: Management 153, 266, 267, and 361.

Staff

385 International Management Examination of problems and opportunities confronting business enterprises which operate across national borders, with emphasis on adaptation to different cultural, legal, political, and economic environments.

Prerequisites: Management 153 and 266.

Staff

400 Policy and Strategy Integrative capstone course dealing with the role of senior executives in business enterprises. Course focuses on problems of strategy formulation, organization design, and organization renewal. Required of all seniors. *Prerequisites:* Senior status plus completion of all core courses or permission of the instructor.

Staff

410 Senior Seminar Investigation of contemporary problems and special topics of current importance in the field of management. Specific issues to be addressed will be determined by the instructor. *Prerequisites:* Senior status and permission of the instructor.

Staff

475 Intern Research A minimum of six weeks of on-site participation in management with a public or private enterprise. A student wishing to pursue an internship must submit an acceptable proposal to the Staff Director of Internships during spring semester of the sophomore or junior year. *Prerequisites:* Sophomore or junior management major with a minimum 2.0 overall and departmental grade point average.

Staff

Individualized Study Topics of an advanced nature pursued by well-qualified students through individual reading and research, under the supervision of a member of the department's faculty. A student wishing to pursue independent study must present a proposal at least one month before the end of the semester preceding the semester in which the independent study is to be undertaken. *Prerequisite:* Permission of the supervising faculty member and the department.

Mathematics and Computer Science

Professors: Fink (Chairperson) and Leinbach
Associate Professors: DeSilva, Flesner and Kellett
Assistant Professors: Bajnok, Levine and Tosten
Adjunct Instructors: Leslie and Y. Niiro

MATHEMATICS

Overview

A knowledge of mathematics is an essential part of what it means to be a liberally educated person. Mathematics is both an art and a science. It possesses an inherent beauty and a purity of expression not found to the same degree in any other discipline.

Beyond its intrinsic value, mathematics is indispensable in both the natural and social sciences. It is occupying a position of increasing importance in many other fields. The computer has played a major role in this mathematical renaissance. Thus, it is essential that mathematics majors, as well as other students who will apply mathematics, learn how to use the computer as a problem solving tool.

The mathematics curriculum provides a foundation for students who will specialize in mathematics or in fields that use mathematics. By a careful selection of courses, a student can prepare for graduate study in mathematics, for secondary school teaching, or for a career in a mathematically related field. Indeed, a major in mathematics provides a good background for virtually any career. Recent graduates have found careers in government, law, management, medicine, and quality control as well as in the more traditional areas of employment for mathematics graduates. No matter what the student's objectives, the curriculum provides courses appropriate for the study of mathematics within the context of the liberal arts.

Requirements and Recommendations

The department offers a choice of two degree programs, the Bachelor of Arts and the Bachelor of Science degrees. The Bachelor of Arts degree is designed for students who are interested in a broader application of mathematics. The Bachelor of Science degree is designed for students who are interested in exploring applications of mathematics in the sciences.

The Bachelor of Arts Program

The requirements for a B.A. in mathematics are:

Core: Mathematics 111 (or 105-106), 112 (or exemption)

Mathematics 211, 212

Mathematics 215 (by end of junior year)

Computer Science 103 (by end of the sophomore year)

Plus: Five 200- or 300-level mathematics courses, at least four at the 300 level

The Bachelor of Science Program

The requirements for a B.S. in mathematics are:

Core: See B.A. requirements

Plus: Mathematics 363, 364, and 366

Plus: Two 200- or 300-level mathematics courses, at least one at the 300 level

Plus: One of the sequences: Physics 111-112 or Chemistry 111-112

Plus: Two courses from one of the groups:
Biology 309, 310, 341
Chemistry 305, 306
Computer Science 301, 311, 371
Physics 310, 319, 325, 330

Students considering graduate study in mathematics are advised to take both Mathematics 321 and Mathematics 331. Department honors in mathematics are awarded to students who have a grade point average of at least 3.0 overall and 3.5 in the major and who have participated in the co-curricular activities of the department.

Minor in Mathematics

A minor in mathematics consists of six mathematics courses numbered 111 or above. At least one of these courses must be at the 300 level.

105-106 Calculus with Precalculus Study of differential and integral calculus with precalculus. Topics include basic algebraic concepts, equations and inequalities, functions, introduction to limits, continuity, the derivative, and the definite integral. No prerequisites.

Staff

107 Applied Statistics Designed for students in the biological and social sciences. Topics include descriptive statistics, fundamentals of probability theory, hypothesis testing, correlation, regression, and analysis of variance. An important aspect of the course is the use of a statistical package on the computer. Credit is not granted for more than one of the following: Mathematics 107, Biology 260, Economics 241, Psychology 205, and Sociology 303.

Staff

109 Quantitative Methods Designed for students in the social sciences. Topics include equations, graphs and functions, systems of linear equations and inequalities, graphical solutions to linear programming problems, and an introduction to limits, continuity and the derivative. No prerequisites.

Staff

111-112 Calculus I, II Differential and integral calculus of one real variable. Topics include introduction to limits, continuity, the derivative, the definite integral, and series. Applications are drawn from the natural and social sciences. No prior experience with calculus is assumed. Students who have received credit for Mathematics 105-106 cannot also receive credit for Mathematics 111. These students may register for Mathematics 112.

Staff

208 Discrete Structures The study of mathematical structures essential to the study of discrete phenomena with an emphasis on an algorithmic approach to problem solving using these structures. Topics include sets, truth tables, methods of proof (including induction), functions, relations, arithmetic in other bases, graphs and trees, matrix algebra, elementary combinatorics, probability, and Markov chains. Examples will be chosen from a variety of disciplines with emphasis on solutions which are algorithmic and computational in nature.

Prerequisite: Mathematics 111 or Mathematics 105-106.

Staff

211 Multivariable Calculus Vectors, vector functions, function of several variables, partial differentiation, optimization, multiple integration, transformation of coordinates, line and surface integrals, and Green's and Stokes' theorems.

Prerequisite: Mathematics 112.

Staff

212 Linear Algebra Systems of linear equations, algebra of matrices, determinants, abstract vector spaces, linear transformations, eigenvalues, and quadratic forms.

Prerequisite: Mathematics 112.

Staff

215 Abstract Mathematics An introduction to abstract mathematical thinking emphasizing mathematical reasoning and exposition. Students will study elementary logic and basic set theory with rigorous definitions and proofs. This foundation will then be used to explore one of several optional

topics according to the interest of the instructor.

Prerequisite: Mathematics 112.

Staff

262 Operations Research A study of techniques and tools used in mathematical models applied to the biological and social sciences. Topics include: optimization, game theory, linear and nonlinear programming, dynamic programming, transportation problems, and network analysis.

Prerequisite: Mathematics 112. Alternate years.

Offered 1995-96.

Staff

321 Real Analysis A rigorous treatment of concepts studied in elementary calculus and an introduction to more advanced topics in analysis. Topics include elements of logic and set theory, properties of real numbers, elements of metric space topology, continuity, the derivative, the Riemann integral, sequences and series, and uniform convergence.

Prerequisites: Mathematics 215.

Staff

331 Abstract Algebra A study of the basic structures of modern abstract algebra, including groups, rings, fields, and vector spaces. *Prerequisite:* Mathematics 215.

Staff

343 Topics in Geometry A study of both synthetic and analytic approaches to geometry. Topics include axiomatic systems, Euclidean geometry, non-Euclidean geometries, projective geometry, and subgeometries of projective geometry. *Prerequisite:* Mathematics 212 and 215. Alternate years. Offered 1994-95.

Staff

351-352 Mathematical Probability and Statistics I, II Probability theory, distribution theory, estimation, sampling theory, hypothesis testing, confidence intervals, correlation, regression, applications.

Prerequisite: Mathematics 211.

Staff

363 Differential Equations Analytical, numerical, and qualitative approaches to differential equations. Topics include linear equations and systems, series solutions, Laplace transform, Fourier series, nonlinear equations, phase plane analysis, introduction to partial differential equations. *Prerequisite:* Mathematics 212.

Staff

364 Complex Analysis Complex numbers, analytic functions, complex integration, Cauchy's Theorem, Taylor and Laurent series, contour integrals, the residue theorem, and conformal mapping.

Prerequisite: Mathematics 211. Alternate years.

Offered 1994-95.

Staff

366 Numerical Analysis Numerical techniques for solving mathematical problems. Topics include solutions of equations, solutions of simultaneous linear equations, interpolation and approximation, numerical differentiation and integration, the eigenvalue problem, numerical solutions of ordinary differential equations, and error analysis.

Prerequisites: Mathematics 212 and Computer Science 103. Alternate years. Offered 1995-96.

Staff

381, 382 Selected Topics Study of some advanced phase of mathematics not otherwise in the curriculum. Subject matter and frequency of offering depend on student interest. Possible areas for study are point set topology, combinatorics, graph theory, partial differential equations, differential geometry, and number theory. *Prerequisite:* Permission of the department.

Staff

Individualized Study Pursuit of topics of an advanced nature by qualified students through individual reading, research, or internship, under the supervision of a faculty member. *Prerequisite:* Permission of the department.

Staff

COMPUTER SCIENCE

Overview

The computer science curriculum enables a student to study systematic approaches to problem solving within the environment of hardware. In the course of this study, the student develops the practice of clear thinking and logical reasoning while learning to analyze information processing tools and systems in areas of application. Within this study there is an emphasis on the human values associated with computing in the modern world.

The available courses cover a wide area of computer science. In addition, upper-division students may, in collaboration with faculty members, be involved in on-going research projects or study topics not covered by the regular course offerings.

The major is designed to give students a broad

understanding of both the theoretical and application areas of the discipline. As such, it provides a firm foundation for those intending to do graduate work or to pursue a career in computer science.

Requirements and Recommendations

The Bachelor of Arts Program

The requirements for a B.A. in computer science are:

- Core:** Computer Science 103 or 109 or equivalent Computer Science 104
Computer Science 216, 221
Mathematics 111, 208 (preferably in the same year as Computer Science 216)
- Plus:** Four computer science electives, at least three from Group A and one from Group C.
- Group A:** Computer Science 301, 311, 324, 327, 335, 341, 360, 371, 373, 374
- Group B:** Computer Science 450, 460, 471, Physics 240 (Electronics)
- Group C:** Computer Science 301, 311, Mathematics 212, 366
- Theoretical:** A student must take one of Computer Science 301, Computer Science 311, or Mathematics 366 as an elective or must take Mathematics 212 as an additional course to satisfy this requirement.
- Capstone:** Computer Science 340

In some cases, a student's high school background may be sufficient to place into Computer Science 104. Contact the department for details. Students intending to do graduate work in computer science are advised to take Mathematics 351, Physics 240 (Electronics), and six computer science electives including Computer Science 301 and Computer Science 311. Department honors in computer science are awarded to students who have a grade point average of at least 3.0 overall and 3.5 in the major and who have participated in the co-curricular activities of the department.

Minor in Computer Science

A minor in computer science consists of six courses including Computer Science 103, 104, 216, 221, and two computer science electives from Groups A and B. At least one elective must be chosen from Group A.

Facilities

Computing Services maintains a campus-wide computing network. Through the network, students

may access several programming languages and applications packages. In addition to this, the department has a laboratory featuring NeXT computers that are used for introductory courses and such electives as operating systems and graphics. These machines are connected to a SUN Sparcstation that is used as a local file server and as a site for parallel processing hardware. The department also uses the Internet to access other sites, such as the Pittsburgh Supercomputing Center, for additional resources.

103 Introduction to Computing Introduction to the use of computers in a variety of fields through the use of software tools and structured programming. Word processing, spreadsheet, and database software tools are taught from a perspective that emphasizes the underlying principles. The primary focus of the course is structured programming and problem solving.

Staff

104 Introduction to Computer Science An introduction to computer science with an emphasis on problem solving methodology and algorithms. Further topics include computer organization, data structures, and software engineering. *Prerequisite:* Computer Science 103 or Computer Science 104 or equivalent.

Staff

109 The Art and Science of Computer Graphics Introduction to the use of computers through the study of the process of creating and manipulating three dimensional images. The course emphasizes hands-on laboratory experience, with student work focused around completing a series of projects. Students study a variety of topics ranging from very general (programming strategies) to very specific (the use of color). Students who have completed Computer Science 104 may not enroll in Computer Science 109.

Staff

216 Data Structures An introduction to the major data structures and some of their applications. Topics include linear lists, sets, queues, stacks, linked lists, string processing, trees, graphs, arrays, tables, files, and dynamic memory management. *Prerequisite:* Computer Science 104.

Staff

221 Computer Organization and Assembly Language Programming Programming at the machine level, with an emphasis on the logical connection of the basic components of the computer

and systems programs. Topics include machine and assembly language programming, basic computer operations, hardware organization, systems software, and compilers. *Prerequisite:* Computer Science 104.

Staff

301 Theory of Computation A study of the basic theoretical principles of the computational model. Topics covered include finite automata, regular expressions, context-free grammars, Turing Machines, Church's Thesis, Godel numbering, the halting problem, unsolvability, computational complexity, and program verification. *Prerequisites:* Mathematics 208, Computer Science 104. Alternate years. Offered 1994-95.

Staff

311 Design and Analysis of Algorithms A survey of the basic principles and techniques for the development of good algorithms. Emphasis is placed on individual development of algorithms and an analysis of the results in terms of usefulness, efficiency, and organization. Topics include design techniques, worst case and average case analysis, searching, sorting, branch and bound, spanning trees, reachability, combinatorial methods, and NP-hard problems. *Prerequisites:* Mathematics 112, Computer Science 216. Alternate years. Offered 1995-96.

Staff

324 Principles of Operating Systems A study of the fundamental concepts of operating systems. Topics include sequential processes, concurrent processes, processor management, memory management, scheduling algorithms, and computer security. Projects include the writing of a program to simulate the major components of an operating system. *Prerequisite:* Computer Science 216. Alternate years. Offered 1995-96.

Staff

327 Parallel Processing Introduction to the techniques used to implement parallel processing concepts in computer environments. The course begins with an investigation of multitasking single processor systems. This is followed by an investigation of SIMD (Single Instruction Multiple Data stream) environments. The final topic is an investigation of computing within MIMD (Multiple Instructions Multiple Data stream) environments. Students work with actual implementations of each of these environments and explore their advantages and appropriate uses. *Prerequisite:* Computer Science 216. Alternate years. Offered 1995-96.

Staff

335 Software Engineering Introduction to the principles used to analyze and specify software systems. The course covers concepts and issues dealing with the initial stages of the software life cycle. The course begins with students studying formal methods for analyzing and investigating environments requiring automation. This is followed by a study of languages and CASE (Computer-Aided Software Engineering) tools. Throughout the course students apply principles that they study to situations outside the department. *Prerequisite:* Computer Science 216.

Staff

340 Software Systems/Software Design A formal approach to the techniques of software design and development. An integral part of the course is the involvement of students, working as a team, in the development of a large software project. Implementation of the software project is in a high-level language that supports modularity and procedural and data abstraction. Topics include formal model of structured programming, modular decomposition, information hiding, formal program specification techniques, software testing techniques, documentation, and user interfaces. *Prerequisites:* Computer Science 216, one Computer Science course at the 300 level, and permission of the department.

Staff

341 A Survey of Programming Languages A study of the fundamental concepts in the design of programming languages. These concepts include variables, expressions typing, scope, procedures, data types, exception handling, and concurrency. Particular programming languages are used as examples of different ways for implementing these concepts. *Prerequisite:* Computer Science 216. Alternate years. Offered 1995-96.

Staff

360 Principles of Database Systems A study of the fundamental concepts of database systems. Topics include the physical organization of databases, indexing techniques, and query processing. Particular models to be studied include the Entity-Relationship, Relational, Network, and Hierarchical Models. Class projects stress the design and implementation of a database. *Prerequisite:* Computer Science 216. Alternate years. Offered 1994-95.

Staff

371 Introduction to Artificial Intelligence A study of the process of having machines mimic human behavior. Topics include search heuristics,

knowledge representation, logic, natural language processing, rule-based systems, and robotics. Appropriate programming languages are used to implement projects. *Prerequisite:* Computer Science 216. Alternate years. Offered 1995-96.

Staff

373 Computer Graphics A study of the methods and issues surrounding the construction of graphical images on the computer. Topics include windowing systems and user input, two-dimensional graphics packages, curve drawing techniques, modeling in three dimensions, the use of lighting and shading techniques, and the process of rendering images. Student work consists both of using existing packages to create images and of implementing algorithms used in graphical systems. *Prerequisite:* Computer Science 216. Alternate years. Offered 1994-95.

Staff

374 Compilers Introduction to the techniques used to translate high level computer languages into machine code. The course discusses and evaluates current implementation techniques, including the applicable theory. Topics include lexical scanning, parsing, code generation and optimization. Students are expected to complete a major product involving the compilation of a particular computer language. *Prerequisite:* Computer Science 216. Alternate years. Offered 1995-96.

Staff

391, 392 Selected Topics

Staff

450 Individualized Study: Tutorial Study through individualized reading and projects of an advanced area of computer science by well-qualified students under the supervision of a faculty member. Possible areas of study are software engineering, compiler design, expert systems, parallel architecture, image processing, or topics in the current literature which are of mutual interest to the student and the supervising faculty member. *Prerequisites:* Computer Science 216 and permission of the department.

Staff

460 Individualized Study: Research Intensive study of a selected topic in computer science or a related area by carrying out a research project in collaboration with a faculty member. *Prerequisites:* Computer Science 216 and permission of the department.

Staff

471 Internship in Computer Science Completion of a significant project in computer science within an industrial setting, government department, or research institute. The project must receive prior authorization from a faculty member and requires the submission of a satisfactory written report upon completion. *Prerequisites:* Computer Science 216 and permission of the department.

Staff

Music

Professors Zellner (Chairperson) and Nunamaker
Associate Professors Finstad and Matsinko
Assistant Professors Gratto and Jones
Adjunct Professor Weikel
Adjunct Assistant Professors T. Bowers, Botterbusch
Adjunct Instructors Flood, Light, Rickert and Shook

Overview

The music department endeavors to introduce students to the historical significance of Western music and to the variety of World Music so that they have an understanding of their musical heritage and knowledge of current musical trends. Supporting this knowledge is familiarity with the basic elements of music and discovery of their own abilities through direct contact with, and creative manipulation of, such material. The music curriculum also involves the student in an intensive study of applied music. This encompasses individual and ensemble experience. In the practice room, studio, and recital hall the student has an opportunity to refine techniques for musical performance. In the small and large ensemble the individual must work within a greater social context to achieve a common musical goal. The program also provides courses for the student who plans to enter the field of music education based on competencies prescribed by the Pennsylvania Department of Education. The music department offers programs leading to a Bachelor of Arts degree in music and a Bachelor of Science degree in music education.

Also available is a minor in music and a major in music within the elementary education certification program, leading to a Bachelor of Arts degree.

Requirements and Recommendations

The department requires an audition of all candidates proposing to major in music or music education. Appointments for such auditions should be made through the College admissions office. Requirements for a major in music leading to a

Bachelor of Arts degree consist of twelve full courses (Music 141, 142, 241, 242, 244, 341, 342, 313, 314, 205, 206, and 456), plus six or seven quarter-courses in the student's major applied area. The major must also participate for four years in an authorized departmental ensemble and present a recital in the senior year.

Music majors in the elementary education program must meet the same requirements as the B.A. degree candidate, with the exception of courses 341 and 342.

The successful completion of the program leading to the Bachelor of Science degree in music education (see page 39) satisfies the certification requirements for teaching music in elementary and secondary schools.

Distribution Requirements

The distribution requirement in arts may be fulfilled by one of the following: Music 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 141, 244, 313, and 314.

Performing Ensembles

All College students are eligible to audition for College Choir, Chapel Choir, Band, and Orchestra. Band members are eligible to audition for Jazz Ensemble, Brass Ensemble, Brass Quintet, Percussion Ensemble, Flute Ensemble, Clarinet Choir and other small ensembles. The jazz improvisation lab is open to selected Jazz Ensemble members. Auditions for all groups are held at the beginning of the school year or at other times by appointment.

101 Introduction to Music Listening A

consideration of the principal music forms against the background of the other arts and in the content of historical events. Active listening is an essential part of the course. Repeated spring semester.

Ms. Gratto, Mr. Matsinko, Mr. Nunamaker, Ms. Light

102 World Music Survey Study of music found in cultures around the world, including sub-Saharan Africa, the Middle-East, and Asia, as well as selected ethnic cultures within the United States. Music-making activities as well as other related arts will be examined in relation to the cultural contexts in which they are found.

Ms. Gratto

103A Music of the Classical Period Study of the major composers — Haydn, Mozart, and Beethoven

— and the significant genres of the late Eighteenth and early Nineteenth centuries. The musical achievements of this period will be studied within the social and economic milieu. Listening and analyzing musical compositions will be an integral part of the course.

Mr. Nunamaker

104 Opera Study of opera history and production through selected operatic works as examples of music drama. Related genres of operetta, zarzuela, musical and oratorio are also included. Extensive listening and viewing assignments are required. An opera field trip is usually included.

Ms. Gratto

105 Introduction to Contemporary Music Study of the major trends in twentieth-century music, with emphasis on the music of Debussy, Stravinsky, Schoenberg, Bartok, and the Avant Garde composers.

Mr. Nunamaker

106 Art Song Study of the history, interpretation, and style of the art song. Literature will include German, French, English, and American art songs. Extensive listening assignments are required.

Mr. Matsinko

107 Music of the Romantic Era Study of the philosophical background for nineteenth-century music and its stylistic features. Extensive listening will be done in the areas of orchestral, vocal, and chamber music.

Mr. Nunamaker

108 Women in Music A study of women's contribution to music from the Middle Ages to the present. Extensive listening assignments required.

Ms. Light

109 Mozart: The Man and His Music Study of Mozart's music, with a focus on his life, times, and musical analysis. Extensive listening assignments required.

Mr. Matsinko

110 Survey of Jazz Study of America's indigenous musical art form from early blues and Dixieland through current trends. A "live" jazz quartet is an integral part of style analysis. Concert attendance and listening assignments are necessary to attain an understanding of the genesis and development of jazz

Mr. Jones

141 Theory I Fundamentals of basic theory, notation, and nomenclature; introduction to writing skills; basic analytic technique; melodic analysis;

correlated sight-singing and aural perception skills.

Ms. Gratto, Mr. Jones

142 Theory II Continuation of writing skills; analysis and writing of chorales; correlated sight-singing and aural perception skills; keyboard harmony.

Mr. Jones, Ms. Gratto

205 Choral Conducting Development of a basic conducting technique. Areas of study include vocal problems and tonal development, diction, rehearsal procedures, interpretation, and suitable repertoire for school, church, and community.

Mr. Finstad

206 Instrumental Conducting Continued development of conducting skills and score analysis. Areas of study include: interpretation, musical styles, balance, intonation, rehearsal procedures, and suitable repertoire for large and small ensembles.

Mr. Zellner

241 Theory III Study of the common practice period; extensive written and analytic projects; study of musical structure through small forms; correlated sight-singing and aural perception skills.

Mr. Jones

242 Theory IV Study of romanticism to the present day by means of analytic and written projects. Correlated sight-singing, aural perception skills, and keyboard harmony are included.

Mr. Jones

244 Introduction to Music Literature Study of the major genres, style periods, and composers of Western music. Extensive use of recorded materials is included, with emphasis on the development of aural recognition.

Mr. Matsinko

303 Sixteenth-Century Counterpoint Introduction to the contrapuntal technique of the sixteenth century through the study of plainsong and early motets. Composition in the small forms is a part of the course. Offered on demand.

Staff

304 Eighteenth-Century Counterpoint Introduction to the contrapuntal style of the eighteenth century and an analysis of the baroque forms, with attention to linear motion and fundamental harmonic progression. Composition in the various forms is required.

Staff

313 History of Medieval, Renaissance, and Baroque Music Study of the major forms and styles of music and composers from the pre-Christian era through the eighteenth century. Extensive use of musical examples and recordings is included.

Mr. Nunamaker

314 Music in the Classic, Romantic, and Contemporary Periods Study of the principal stylistic tendencies from c. 1770 to the present. Extensive listening to, and examination of, illustrative materials is an essential part of the course.

Mr. Nunamaker

320 Principles and Procedures of Teaching Music in the Elementary School Study of the methods and materials of teaching music in the elementary grades. Various approaches to guiding children to listen to, understand, create, and perform music are included. Classroom instrument competencies are developed. (Alternate years.)

Ms. Gratto

321 Principles and Procedures of Teaching Music in the Secondary School Study and evaluation of methods, materials, and techniques relative to music classes and performance groups in the secondary grades. A personal philosophy of music education is developed, as are competencies in classroom instruments. (Alternate years.)

Ms. Gratto

341 Theory V (Orchestration) Study of the capabilities and limitations of the standard wind, string, and percussion instruments. Included is score study, transposition, and emphasis on applied orchestration projects for laboratory performance and critique. (Alternate years.)

Mr. Zellner

342 Theory VI (Form and Analysis) Study of the structural organization of music. Included will be the analysis of the larger forms of composition drawn from the standard literature of the eighteenth to twentieth centuries. (Alternate years.)

Staff

474 Student Teaching Teaching in public schools in cooperation with, and under the supervision of, experienced teachers. Individual conferences and seminars with the College supervisor and supervising teacher are required. Offered in spring semester only. *Three Course Units*

Mr. Zellner

Individualized Study *Prerequisite:* Approval of department and directing faculty member.

Staff

Applied Music

The department offers instruction in voice, piano, organ, guitar, and the standard band and orchestral instruments. The repertoire is adapted to the student's ability. One quarter course credit is given for one half-hour private lesson per week, per semester. Some piano and voice instruction may be in group classes.

Students majoring in music who are candidates for the Bachelor of Arts degree are entitled to eight quarter-courses of private instruction, and those who are candidates for the degree of Bachelor of Science in Music Education are entitled to 12 quarter-courses of private instruction at no additional cost beyond the comprehensive fee.

The department also sponsors various music organizations, including the College Choir, Chapel Choir, Band, and Orchestra. All college students are eligible to audition for any of these, either at the beginning of the school year or at other times by appointment.

121 Voice Private instruction in fundamentals of voice production, with emphasis upon breath control, resonance, tone quality, diction, pronunciation, and an appreciation of the best works of the masters. Repeated in the spring semester. Fee for one half-hour lesson per week per semester. (\$460)

*1/4 Course
Mr. Finstad*

122 Voice Class Study of vocal techniques using class discussions and demonstrations. The course will have a practical workshop atmosphere: practicing basic vocal production with emphasis on posture, breath control, diction, and vowel formation. Fee for class lessons per semester. (\$460)

*1/4 Course
Mr. Finstad*

123 Piano Private instruction in the development of the necessary techniques for facility in reading and interpreting a musical score accurately at the keyboard. Literature includes representative compositions of various styles and periods. Public performance is required of those majoring in this

area of concentration. Fee for one half-hour lesson per week per semester. (\$460)

*1/4 Course
Mr. Matsinko*

124 Class Piano Emphasis on sight-reading, ensemble playing, and harmonizing melodies with various types of accompaniment, as well as playing some of the standard piano literature. Fee for class lessons per semester. ((\$460)

*1/4 Course
Mr. Matsinko*

125 Organ Private instruction designed to include literature of various periods, sight-reading, hymn-playing, chant and anthem accompaniment. *Prerequisites:* satisfactory performance of all major and minor scales (two octaves) and a Bach Invention. Fee for one half-hour lesson per week per semester. (\$460)

*1/4 Course
Staff*

127 Band Instrument Instruction Private instruction emphasizing the fundamentals and repertoire for the performance of woodwind, brass, and percussion instruments. Fee for one half-hour lesson per week per semester. (\$460)

*1/4 Course
Ms. Bowers, Mr. Jones, Ms. Rickert, Mr. Shook, Mr. Zellner*

128 Guitar Private instruction emphasizing skills of technique, interpretation, reading and fretboard knowledge. Classical as well as other styles are offered according to needs of the students. Fee for one-half hour lesson per week per semester. (\$460)

Mr. Flood

129 String Instrument Instruction Private instruction emphasizing both the fundamentals of string playing and repertory. Fee for one half-hour lesson per week per semester. (\$460)

*1/4 Course
Mr. Botterbusch, Mr. Nunamaker*

131 College Choir Performs sacred and secular choral literature. In addition to performing on campus and in nearby cities, the Choir makes an annual spring concert tour. Oratorios are presented in conjunction with the Chapel Choir. Three rehearsals weekly. No Credit.

Mr. Finstad

132 Chapel Choir Performs a variety of sacred choral literature for the purpose of supporting and assisting the campus ministry at Christ Chapel. The Choir performs in concert in the community, in nearby cities, and on a long Spring weekend tour. Two

regular rehearsals and one service weekly, with sectionals as needed. No Credit.

Ms. Gratto

133 Band The "Bullet" Marching Band performs a corps style show at home football games. The Symphonic Band performs a wide variety of wind literature including reorchestrated masterpieces and contemporary works. The Symphonic Band presents campus concerts and a spring tour of Pennsylvania and neighboring states. Symphonic Band prerequisite - membership in "Bullet" Marching Band and/or permission of the conductor. No Credit.

Mr. Jones

135 Orchestra The study and performance of orchestral music of all areas. Membership is open to all students of qualifying ability. Wednesday evening rehearsal 7:00 - 9:30. No Credit.

Mr. Botterbusch

150-151 Woodwind Instrument Class Instruction in the technique of teaching and playing woodwind instruments, using the clarinet as the basic instrument.

*Two 1/4 Courses
Mr. Zellner*

152-153 Brass Instrument Class Instruction in the technique of teaching and playing brass instruments. The trumpet or cornet is used as the basic brass instrument.

*Two 1/4 Courses
Mr. Zellner*

154-155 Stringed Instrument Class Instruction and practice in the techniques of stringed instruments and the organization of a string section.

*Two 1/4 Courses
Mr. Botterbusch*

156 Percussion Class The organization of practical and theoretical materials concerning all of the percussion instruments, their performance techniques, and teaching procedures.

*1/4 Course
Mr. Zellner*

456 Senior Recital Solo Presentation of representative literature of various stylistic periods of the student's major applied area, with emphasis on historical performance practice.

Staff

Philosophy

Professor Coulter (*Chairperson*)

Associate Professor Portmess, Walters

Assistant Professors MacKendrick, Zenzinger (fall, 1994)

Overview

The departmental objectives are to promote inquiry into perennial philosophical questions such as the nature of justice, happiness, knowledge, and freedom; to produce awareness of the answers that have been proposed in response to these questions; to teach the tools for the analysis of the assumptions and values which underlie different intellectual disciplines; and to promote the application of philosophical analysis to issues of public policy and morality. The study of philosophy encourages the student to develop the ability to analyze problems, understand central issues, and develop alternative solutions. It challenges the student to reflect upon problems involving values, to examine problems in an interdisciplinary way, to examine alternative world views and forms of knowledge, and to develop an awareness of intellectual history. Classes encourage discussion and writing. The study of philosophy is an integral part of an education in the liberal arts tradition.

A major in philosophy is excellent preparation for graduate school or for professional schools in almost any field. It is especially good background for law and the ministry. It will also prove valuable in any occupation which demands clear thinking and the ability to understand the points of view of other people. Individually, philosophy courses will prove useful supplements to course work in other areas. The department is interested in assisting and encouraging students to design special majors in which philosophy is an integral part.

Requirements and Recommendations

Philosophy 101, 103, 105, 107 and 211 have no prerequisites. Any 100 level course or 211 is recommended as preparation for a 200 or 300 level course, though the instructor may grant permission on an individual basis to equivalently prepared students.

A philosophy minor consists of any six courses in the department, only two of which may be 100 level courses. A philosophy major consists of nine courses in philosophy, including 211; at least two out of 205, 207, and 208; 400 (Senior Seminar) and 460 (Senior Thesis). No more than two 100 level courses may be

counted toward the major, and the major must include at least one 300 level course.

Distribution Requirements

Any course offered by the department may be used to satisfy the distribution requirement in history/philosophy.

101 Introduction to Philosophy A study of selected philosophical texts which deal with perennial themes such as knowledge, happiness, justice, death, and the nature of reality. The goal is to develop the ability to read about, reflect on, and comment on philosophical issues.

Staff

103 Critical Thinking An informal logic course designed to help students reflect upon and enhance their ability to think analytically and creatively. Discussions and exercises focus on the techniques characteristic of informal logic (classification or arguments, analysis and evaluation of arguments, identifying informal fallacies, etc.), as well as strategies for intuitive and creative thinking. Technical treatment of analytic and creative methods will be illustrated by appeals to fiction, journalistic pieces, and personal experiences.

Mr. Walters

105 Contemporary Moral Issues A study of moral problems facing individuals in our society. Selected readings dealing with moral disputes in business, politics, international affairs, medicine, and social policy will be discussed, along with the ethical theories which the various sides use to make their cases.

Staff

107 Environmental Ethics A study of the ethical issues raised as we attempt to deal with environmental questions such as waste disposal, pollution, land use, our treatment of animals, and the conservation and preservation of natural resources. Do biotic systems, species or non-humans have rights? What are our obligations to or regarding such objects? How are we to decide between environmental values and human needs or wants? How do we balance current needs against our concern for future generations?

Ms. Portmess

205 Classical Greek and Roman Philosophy A study of the philosophers and philosophies of ancient Greece and Rome. Major emphasis will be on the Pre-Socratics, Plato, Aristotle, and Hellenistic Neoplatonism.

Mr. Coulter

207 Early Modern Philosophy A study of the major figures in Seventeenth and Eighteenth Century European Philosophy. Detailed attention will be given to the major Rationalists, Descartes, Spinoza, and Leibniz, and to the major Empiricists, Locke, Berkeley and Hume. Important secondary figures such as Francis Bacon, Hobbes, Pascal, and Malebranche will also be studied.

Ms. Coulter

208. Kant and Nineteenth Century Philosophy A study of the leading European and American thinkers of the nineteenth century, including readings from Kant, Hegel, Feuerbach, Marx, Mill, Kierkegaard, Nietzsche, Peirce and William James.

Ms. MacKendrick

211 Logic and Semantics An introduction to formal logic and a study of the formal uses of language, with particular reference to the nature of inference from premises to conclusion; rules for deductive inference; construction of formal proofs in sentential logic; the nature of the language; informal inferences and fallacies; and theory of definition.

Mr. Coulter

217 Worldviews, Meaning and Commitment A study of the nature, construction and critical examination of worldviews, or ways of knowing—the mythic, the religious, the scientific, the philosophical and the aesthetic—by which we arrive at philosophies of life. The course will focus especially on the relationship between meaning and commitment, and will examine strategies for the articulation, comparison and evaluation of worldviews. Readings will be drawn from philosophy, poetry and fiction. (Not offered 1994-95)

Mr. Walters

230 Ethical Theory A study of the major figures and schools in the Western ethical tradition. Attention will be paid to selections from representative philosophers from Plato to twentieth century thinkers such as Moore and Rawls. Specific issues to be examined include the nature of rights and responsibilities, virtue, ethical relativism and divine-command theory.

Mr. Zenzinger

334 Philosophy of Art A survey of the major paradigms in the history of aesthetic theory (e.g., formalism, representationalism, expressionism, etc.), with emphasis on the relation of aesthetics to other aspects of philosophy. Such issues as the nature and function(s) of art and the qualifications of a good critic will be discussed.

Ms. MacKendrick

337 Philosophy of Religion A study of philosophical efforts to understand and to justify religious beliefs. The course will examine the writings of philosophers who have answered such questions as "What is Religion?" "Is a natural theology possible?" "What is the importance or significance of specifically religious experiences?" "What account can we give of the meaning of religious claims?" "How can we mediate between apparently conflicting religious beliefs?" (Not offered, 1994-95)

Mr. Coulter

340 American Philosophy A study of the major figures in colonial, early republic, nineteenth and twentieth century Colonial and U.S. philosophy. Detailed attention will be given to four primary schools of thought: deism, transcendentalism, pragmatism and historicism. Important secondary movements such as puritanism and evolutionism will also be considered.

Mr. Walters

400 Senior Seminar A discussion of at least four important texts by twentieth century philosophers, representing major movements.

Mr. Coulter

460 Senior Thesis An individualized study project involving the research of a topic and the preparation of a major paper. This will normally be done during the fall or spring semester of the senior year.
Prerequisite: major or minor in philosophy.

Staff

Physics

Professors Aebersold and Marschall
Associate Professors Aldinger, Cowan and Pella
(Chairperson)
Assistant Professors Good and Luehrmann
Laboratory Instructors Cooper, Hayden, Moore and Walz

Overview

Within wide limits, a physics major can be tailored to meet the needs and desires of individual students. A major in physics is appropriate for those who enjoy the subject and who have no particular career in mind. It is also suitable preparation for careers ranging from government and law to theoretical physics and molecular biology. Gettysburg physics graduates have selected a wide range of fields for graduate study, including astronomy; astrophysics; biophysics; business; geophysics; environmental, electrical, nuclear and ocean engineering physics; and physiological psychology.

Persons who become physics majors ought to be curious about the ways of nature and have a strong urge to satisfy this curiosity. Their success depends upon their ability to devise and perform meaningful experiments, their intuitive understanding of the way nature behaves, and their skill in casting ideas into mathematical forms. No two majors are endowed with precisely the same division of these talents, but they must develop some proficiency in each.

Courses in the department emphasize those theories and principles that give a broad, unifying understanding of nature and the analytical reasoning needed for their use. Laboratory training stresses the design of experiments, the techniques of precise measurement, and the interpretation of data.

Requirements and Recommendations

The physics department offers both a Bachelor of Science and Bachelor of Arts degree for the major.

B.A. requirements:

A minimum of nine physics courses including the following eight core courses: Physics 111, 112, 213, 240, 310, 319, 325, 330, and one additional course at the 300 or 400 level are required of all majors. This minimum major is more than adequate preparation for physics certification for secondary school teaching and industrial or government laboratory work. Anyone for whom graduate study is a possibility should plan to take the additional courses described under the B.S. requirements below. Students are not permitted to take more than twelve courses in the department without the permission of the department, unless the thirteenth course is Physics 462 (Independent Study).

In addition, all majors must complete mathematics courses through Mathematics 212 or its equivalent. Majors are expected to exhibit increasing competence with computers as they progress through the courses in the physics curriculum. First year students who are considering a major in physics should enroll in Physics 111, 112, and Mathematics 111, 112, if possible. However, prospective first year majors may also accomplish a full major in physics by taking Physics 101 in the fall semester of their first year before taking Physics 111, 112 in their sophomore year.

B.S. requirements:

In addition to the eight core courses specified above, the B.S. degree requires Physics 462 (Independent Study), 341, and two additional courses in physics chosen from 312, 352, or 381. Candidates for the

B.S. degree must also complete Mathematics 363. Students planning to continue graduate work in physics should plan on following this course of study.

Minor:

A minor in physics consists of Physics 111, 112, 213, 240 and two additional courses in physics at the 200 level and above.

Distribution Requirements

The laboratory science distribution requirement may be satisfied by taking Physics 101 and 102, Physics 111 and 112, Physics 101 and 111, Physics 103 and 104 or by taking Astronomy 101 and 102.

The prerequisites listed below in the course descriptions are meant only as guides. Any course is open to students who have the permission of the instructor.

Special Facilities

In addition to well-equipped laboratories in nuclear physics, atomic physics, electronics, optics, and plasma physics, the facilities of the department include a planetarium and an observatory. The observatory features a 16" Cassegrain telescope with a computer-controlled drive, a UVB photometer, and an astronomical spectrometer.

Computational resources include a microcomputer-equipped introductory laboratory, a microcomputer resource room, a microvax, two Sun workstations, and terminals to access the College mainframe computers, a VAX 6210 and a Sun 4/690. In addition, the department is networked to all other computing resources on campus, including Internet.

Support facilities in Masters Hall include the physics library, a machine shop, and an electronics shop.

Engineering

The department administers the Dual-Degree Engineering Program with Columbia University, Washington University in St. Louis, and Rensselaer Polytechnic Institute. Students selecting this program take Physics 111, 112, and 213, and graduate from Gettysburg with a major in physics upon successful completion of an engineering degree at Columbia University, Washington University in St. Louis, or RPI. The Dual-Degree Engineering program is further described on page 50.

More details regarding the physics and the Dual-Degree Engineering Program are described in the

Handbook for Students prepared by the Physics Department. Majors and prospective majors should request a copy from the Physics Department office.

101 Solar System Astronomy An overview of the behavior and properties of planets, satellites, and minor members of the solar system. Subjects include basic phenomena of the visible sky, gravitation and orbital mechanics, the results of telescopic and space research, and theories of the origin and evolution of the solar system. This course is designed to satisfy the laboratory science distribution requirement for non-science majors. Three classes and a laboratory.

Mr. Marschall

102 Stellar Astronomy An overview of current knowledge about the universe beyond the solar system from a physical and evolutionary standpoint. Subjects include observational properties of stars, methods of observation and analysis of light, the nature of stellar systems and interstellar material, principles of stellar structure and evolution, and the overall structure and development of the physical universe. *Prerequisite:* Astronomy 101 or permission of the instructor. Three classes and a laboratory.

Mr. Marschall

101 Introduction to Contemporary Physics An introduction to twentieth-century physics providing the student with an overview of the fundamental principles of classical physics, including gravitation and electromagnetism, the theory of relativity and quantum mechanics. The course includes a discussion of the fundamental forces of nature; nuclear and atomic physics; elementary particles; grand unified theories; and cosmology, including the origin and fate of the universe. The course, along with Physics 102 or 111, will satisfy the laboratory science distribution requirement for non-science majors. Does not count toward the major. Three class hours and three laboratory hours.

Mr. Aldinger

102 Contemporary Physics A continuation of Physics 101 designed for the non-science major. The course will concentrate on the relationship between the physical principles developed during the first semester and the world in which we live. Topics will include heat and thermodynamics, fluid mechanics, optical instruments, electricity and circuits, medical diagnostics, and radiation effects. Not appropriate for students taking Math 112. *Prerequisite:* Physics 101. Three class hours and three laboratory hours.

Mr. Good

103-104 Elementary Physics I and II A general coverage of the fields of classical and modern physics structured for students in biology, environmental science, the health professions, etc. with time devoted to fluids, heat, radiation, and numerous applications. While particularly useful for biology majors, the two-course sequence will serve any student as an introduction to a wide range of topics in physics. The two course sequence will satisfy the laboratory science distribution requirement for non-science majors. Does not count toward the major. *Prerequisite:* Facility in algebra and geometry. Three class hours and three laboratory hours.

Staff

111 Mechanics and Heat Introduction to classical mechanics and heat: laws of motion; conservation of energy, linear momentum, and angular momentum; laws of thermodynamics; kinetic theory and ideal gas laws. Differential and integral calculus is introduced and used. *Prerequisite:* Mathematics 111, which may be taken concurrently. Four class hours and three laboratory hours.

Mr. Good

112 Waves and Electricity and Magnetism Electrostatic fields, currents, magnetic fields, magnetic induction, and Maxwell's equations. Other topics include waves, light as a propagating electromagnetic disturbance, and optics. *Prerequisite:* Physics 111. Four class hours and three laboratory hours.

Mr. Cowan

213 Relativity and Modern Physics Special theory of relativity, including four-vector notation. Other topics include black body radiation, photoelectric and Compton effects, Bohr theory, uncertainty principle, wave packets, and introductions to nuclear physics and particle physics. *Prerequisite:* Physics 112. Three class hours and three laboratory hours.

Mr. Pella

240 Electronics Principles of electronic devices and circuits using integrated circuits, both analog and digital, including amplifiers, oscillators, and logic circuits. *Prerequisite:* Physics 112. Two class hours and six laboratory hours.

Mr. Good

310 Atomic and Nuclear Physics Introduction to quantum mechanics. Potential wells, barriers, one electron atoms, and multielectron atoms are studied. Other topics include nuclear models, decay, and nuclear reactions. Three class hours and three laboratory hours. *Prerequisite:* Physics 213.

Mr. Pella

312 Thermodynamics and Statistical Physics

Temperature, heat, the first and second laws of thermodynamics, and introductory statistical mechanics of physical systems based on the principle of maximum entropy. Topics include the ideal gas, Fermi-Dirac and Bose-Einstein "gases," electrons in metals, blackbody radiation, low temperature physics, and elements of transport theory. *Prerequisite:* Physics 213. Three class hours.

Mr. Aldinger

319 Classical Mechanics An intermediate-level course in mechanics for upperclass physics majors. Topics include generalized coordinate systems, systems of many particles, rigid-body dynamics, central forces, oscillations, and the formalisms of Lagrange and Hamilton. *Prerequisites:* Physics 213 and Mathematics 211. Three class hours.

Ms. Luehrmann

325 Advanced Physics Laboratory A laboratory course with experiments drawn from various areas of physics, such as optics, electromagnetism, atomic physics, and nuclear physics, with particular emphasis on contemporary methods. Error analysis and experimental techniques are stressed.

Staff

330 Electricity and Magnetism An intermediate course in electromagnetism, including vector fields and vector calculus, electrostatic field theory, dielectrics, magnetic phenomena, fields in matter, Maxwell's equations, Laplace's equation and boundary value problems, and electromagnetic waves. *Prerequisites:* Physics 112 and Physics 319. Three class hours.

Mr. Aldinger

341 Quantum Mechanics An introduction to the Schrodinger and Heisenberg formulations of quantum mechanics. Topics covered include free particles, the harmonic oscillator, angular momentum, the hydrogen atom, matrix mechanics, the spin wave functions, the helium atom, and perturbation theory. *Prerequisites:* Physics 310 and 319, Mathematics 363. Three class hours.

Ms. Luehrmann

352 Optics and Laser Physics An intermediate treatment of physical optics and laser physics. Topics include the electromagnetic theory of light, interference, diffraction, coherence, holography, Fourier optics, fundamentals of laser operations, laser spectroscopy, and fiber optics. Three class hours and three laboratory hours. *Prerequisites:* Physics 310 and Mathematics 211 or permission of Instructor.

Mr. Cowan

381 Special Topics in Physics Topics in physics not covered in the usual curriculum. Topics to be covered will vary from year to year and may include relativity; astrophysics; advanced topics in modern optics, solid state physics and electromagnetism; fundamental particles and nuclear structure; the physics of plasmas and various mathematical topics in physics (topology, special functions, fractals). *Prerequisites:* Upper division standing and approval by instructor. Three class hours.

Staff

452 Tutorials: Special Topics Designed to cover physics or physics-related topics not otherwise available in the curriculum. Open to upperclass physics majors who arrange with a staff member for supervision. Possible areas of study include advanced electronics, medical physics, astrophysics, acoustics, and optics. *Prerequisite:* Approval by department.

Staff

462 Independent Study in Physics and Astronomy

Experimental or theoretical investigation of a research-level problem selected by a student in consultation with a staff member. Students should arrange with a staff member for supervision by the end of the junior year. Open only to second semester senior physics majors. Results of the investigation are reported in a departmental colloquium. *Prerequisite:* Approval by department.

Staff

474 Internship Research participation during the summer at a recognized research laboratory such as Argonne National Labs, Department of Energy Laboratories, or Oak Ridge. Individual students are responsible for obtaining acceptance to these programs. In most cases students will be required to describe their participation in a departmental colloquium. *Prerequisite:* Completion of sophomore year and departmental approval.

Mr. Pella

Political Science

Professor Mott (*Chairperson*)

Associate Professors Borock, D. Tannenbaum and Warsaw

Assistant Professors Baum, Dawes, DeClair, Gaenslen, Hardt, Hartzell and Iannello

Adjunct Assistant Professor Duncan

Overview

The department aims at providing an understanding of the study of politics, emphasizing the methods and

approaches of political science and the workings of political systems in various domestic, foreign, and international settings.

The program provides balance between the needs of specialists who intend to pursue graduate or professional training and those who do not. Courses offered in the department help prepare the student for careers in politics, federal, state, and local government, public and private interest groups, business, journalism, law, and teaching.

Requirements and Recommendations

The requirements for a major in political science are as follows. Majors in the department are required to take a minimum of eleven courses in political science. Majors are required to take four introductory courses: Political Science 101, 102, 103, and 104. These courses are designed to introduce the students to the discipline and to the types of issues that are important to political scientists. The 100 level courses may be taken in any order, and they should be completed by the end of the sophomore year. All students must take Political Science 215 (Political Science Research Methods) as sophomores or first semester juniors. Among the six courses needed to complete the major, students must take three courses in three different subfields at the 200 level, and two courses within those same subfields at the 300-400 level. The remaining requirement may be satisfied with any upper level course. The foregoing requirements take effect with the Class of 1997.

Students are encouraged to take internships for academic course credit, but they are graded S/U and do not count toward the major requirements. Political science courses taken off campus will satisfy 200 level requirements only.

Requirements for a minor in political science are as follows: successful completion of any two 100 level courses and any four upper-level courses which normally count toward the major, provided that they do not all fall into the same subfield.

Departmental honors in political science will be awarded to graduating majors who have achieved an average of 3.5 in political science courses and who have successfully completed a significant research project in the senior year. Students wishing to qualify for honors are responsible for choosing a faculty member to direct the project. A second faculty member will act as a reader of the completed work. Those who achieve honors are expected to present

their work in a public forum.

Students interested in political science are urged to take basic courses in history and economics during their first two years. In the junior and senior years, majors are urged to participate in departmental seminars, individualized study, and internships.

Distribution Requirements

Any of the following courses may be counted towards the College distribution requirements in social sciences: 101, 102, 103, and 104. The following courses may be counted towards the College distribution requirement in non-Western culture: 270, 271, 362 and 363.

Special Programs

Qualified students may participate in off-campus programs, such as the Washington Semester, The United Nations Semester, and Study Abroad.

Introductory Courses

101 American Government Examination of the institutional structure and policy-making process of national government as reflections of assumptions of liberal democracy and the American social and economic systems. In addition to the legislative, executive, and judicial branches of government, political parties, interest groups, and elections are considered.

Mr. Dawes, Ms. Hardt, Ms. Iannello, Mr. Mott, Ms. Warshaw

102 Introduction to Political Thought Analysis of political philosophies dealing with fundamental problems of political association. The course will examine concepts of power, authority, freedom, equality, social justice, and order as expressed in works of philosophers from Plato to Marx.

Mr. Tannenbaum, Staff

103 Introduction to International Relations

Examination of the behavior of nation-states in the international system from a micropolitical perspective that encompasses such topics as nationalism, power, and war, as well as from a macropolitical perspective that stresses broad trends such as political and economic interdependence and the effects of modernization.

Mr. Borock, Ms. Hartzell

104 Introduction to Comparative Politics

Introduction to the structures and processes of political institutions in major types of political systems, including parliamentary systems, the

countries of the former Soviet Bloc system, and systems in developing countries.

Mr. DeClair, Mr. Gaenslen

Methodology

215 Political Science Research Methods

Introduction to quantitative research methods and their application to the study of politics. Topics include empiricism, survey research and polling, electoral behavior, and public opinion. Special attention is given to research design, data collection, data processing, and statistical analysis. *Prerequisites:* Completion of three of the following: Political Science 101, Political Science 102, Political Science 103, and Political Science 104, or permission of the instructor.

Mr. Dawes, Mr. DeClair, Mr. Duncan

American Government

220 Urban Politics Study of the changing patterns in American urban life. Particular attention will be given to the governing of urban America in the past, present, and future, and the structure of power that has affected urban policy decisions. *Prerequisite:* Political Science 101 or permission of the instructor.

Staff

223 U.S. Congress Study of the United States Congress, focusing on theories of representation, nomination and electoral processes, internal organization of Congress, influences on Congressional policy-making, and Congressional interaction with other participants in the policy process. *Prerequisites:* Political Science 101 or permission of the instructor.

Ms. Warshaw

224 The American Presidency Study of the presidency in the American political system, including presidential selection, presidential leadership and decision-making, the president's advisors, and the role of the presidency in the policy-making process. *Prerequisites:* Political Science 101 or permission of the instructor.

Ms. Warshaw

225 American Constitutional Law Study of the judicial process in the United States, with particular focus on the Supreme Court and its historical role in nation-building, establishing principles of federalism and the separation of powers, and determining the scope of personal and property rights. *Prerequisites:* Political Science 101 or permission of instructor.

Mr. Mott

311 Congress and the Federal Budget This course will examine the role of Congress in the federal

budgetary process. It will include a review of the changes in the budgetary process over time and the steps currently in place to develop the budget. In particular, the course will explore how Congress shapes the budget through authorizations and appropriations. Also, it will investigate the impact of a balanced budget amendment on the process.

Prerequisites: Political Science 101 and Political Science 223.

Mr. Duncan

322 Civil Rights and Liberties Study of selected problems involving interpretations of the Bill of Rights. Attention will be given to both the evolution and current standing of issues treated by the Supreme Court. *Prerequisites:* Political Science 101 and Political Science 225, or permission of the instructor.

Mr. Mott

331 Political Parties in American Politics

Examination of political parties, their role in democracy, and the nature of the party system in relation to other social and political processes. Aspects of voting behavior and campaign techniques are considered. *Prerequisites:* Political Science 101 and Political Science 215 or permission of the instructor.

Mr. Dawes

International Politics

242 United States Foreign Policy Examination of the formulation of policy within the national government structure, including the varying perspectives on goals and objectives; the implementation of policy; and the impact of policy domestically and internationally. Topics include decision-making; foreign economic policy; military intervention; alliance systems; regionalism; foreign aid; North-South confrontations; and the transition to post Cold War objectives. *Prerequisite:* Political Science 103 or permission of the instructor.

Mr. Borock

251 Political Economy of Advanced Industrial Societies

This course explores the scope and implications of interdependence among the advanced industrial societies in the global system, as well as the political determinants of international economic developments. Alternative theoretical perspectives on the international political economy are examined, as well as the nature of the structure and management of the international economic system that was created by the industrialized countries after World War II. *Prerequisite:* Political Science 103 or permission of the instructor.

Ms. Hartzell

252 North-South Dialogue This course is concerned with the political economy of North-South relations. Examining the distribution of wealth between the developed and developing countries of the world, this course focuses on the political and economic factors that have made global inequality a central characteristic of the relationship between the North and the South. Important issues of the contemporary period such as North-South trade, the debt crisis, foreign aid, and famine are investigated and the developmental prospects for the South are assessed. *Prerequisite:* Political Science 103 or permission of the instructor.

Ms. Hartzell

340 Models and Policy Analysis Examination of policy options and policy consequences through the use of broad based computer global models and decision models. Students will address the question of policy change vs. policy adaptation by developing scenarios that focus on present and future international issues or problems, testing assumptions about how to address these issues and problems, formulating and implementing policies that cope with them, and assessing the effectiveness of their strategies. Examples of scenarios are: Global Warming; nuclear proliferation; North-South inequities; environmental protection; population growth; arms racing; economic trade, development and modernization; and resource availability and use. *Open to Juniors and Seniors or others by permission of the instructor.*

Mr. Borock

344 U.S. National Security Policy Examination of the views of decision makers toward the various types of threats to the U.S., the processes by which they develop policy to protect the U.S. and its interests, and the effects of those policies. Attention will be given to the transition from Cold War security policy to the development of post Cold War policy. Topics will include: the expansion of security issues; decision making; defense spending; new roles for the military and intelligence community; regionalism; and nuclear proliferation. *Prerequisite:* Political Science 103 or permission of the instructor. Political Science 242 is recommended.

Mr. Borock

346 Approaches to International Relations

Examination of the various ways in which students of international relations attempt to understand and describe the behavior of states within the international system. Attention will be given to the assumptions and perspectives that influence scholarly work in the field of international relations. Topics will include: the emphasis on power and the influence of realism; approaches to conflict,

violence, war, and revolution; problems of international cooperation focusing on interdependence and transnationalism; integration, alliance formation, and regionalism; economic causes of conflict; and alternative views of decision making. *Prerequisite:* Political Science 103 or permission of the instructor.

Mr. Borock

Comparative Politics

260 West European Politics A study of the government and politics of France, Germany, and Great Britain. Analysis of the development of their political institutions, the social and cultural factors affecting their political systems, the alignment of political forces, and the structures and processes of decision making. *Prerequisite:* Political Science 104 or permission of the instructor.

Mr. DeClair

270 Government and Politics in China An introduction to the domestic politics of China, particularly since 1949. Topics include the historical legacy, ideology, political institutions, elite-mass relations, the policy process, developmental strategies, and efforts at reform. *Prerequisite:* Political Science 104 or permission of the instructor.

Mr. Gaenslen

271 Government and Politics in Japan An introduction to post-World War II Japanese politics, involving comparison with political patterns elsewhere in the industrialized world. Topics include the historical legacy, political structures and processes, elite-mass relations, and the nature of the connection between business and government. *Prerequisite:* Political Science 104 or permission of the instructor.

Mr. Gaenslen

275 Topics in Latin American Politics This course is designed as an introduction to Latin American politics. Its focus is on the political issues surrounding economic development in the Latin American context: the political preconditions, the policy choices of Latin American regimes and leaders, and the political consequences of development in general and of those policy choices in particular. Thus, the course is also about political development, about the ways in which politics has unfolded in Latin America. The course also compares the political systems and development trajectories of Latin American countries to other countries in the world. *Prerequisite:* Political Science 104 or permission of instructor.

Ms. Hartzell

361 European Union An examination of the development of interstate integration by considering the processes of cultural, political, and economic change taking place in the European Community. We will analyze the historical development of this important international organization. In addition, we will undertake detailed case studies of the major policy questions currently being addressed by the various supra-national organizations of the European Community. *Prerequisite:* Political Science 104 or permission of instructor. Political Science 260 is recommended.

Mr. DeClair

362 Peasants, Politics, and Rebellion Peasants as political actors with a focus on rural ecology and economy, peasant mentality and culture, and theories of rebellion and revolution. *Prerequisite:* Political Science 104 or permission of instructor.

Mr. Gaenslen

363 The Politics of Developing Areas Introduction to the study of political development and underdevelopment, including approaches to Third World politics; the nature of traditional politics; disruptions caused by colonialism and imperialism; the reformation of domestic politics; and contemporary political processes and problems. *Prerequisite:* Political Science 104 or permission of the instructor.

Mr. Gaenslen

366 New Politics and Social Movements In recent years many new political movements have become increasingly active in dealing with such concerns as environmental protection, sexual equality, nuclear energy, as well as other "new" issues of advanced industrial societies. This class will examine the competing theories which attempt to explain the development of these new movements. We will also attempt to determine whether or not these movements are new political actors or just old interest groups with new issues. These questions will be addressed in a comparative framework drawing upon examples from a variety of advanced industrialized societies. *Prerequisite:* Political Science 101 and Political Science 104.

Mr. DeClair

Political Theory

280 Modern Political Ideologies Study of the philosophical content and the role of political ideologies in the modern world, with emphasis on liberalism, socialism, communism, and fascism. The concept of ideology, historical development and the intersection and overlap of ideologies, and the

influence of ideologies on political behavior will also be considered. *Prerequisite:* Political Science 102 or equivalent.

Mr. Tannenbaum

381 American Political Thought Study of the development of political thought in America from the colonial period to the present. In addition to examining individual writers and movements, the course will consider the relationship of the ideas examined to the broader tradition of Western political philosophy. *Prerequisite:* Political Science 102 or equivalent.

Mr. Tannenbaum

382 Feminist Theory in American Politics This course will examine the role of feminist political thought in American politics. It will consider the various strains of feminist theory including Liberal, Marxist, Radical, and Anarchist theories, with particular emphasis on the kinds of feminist political participation that emerge from Liberal and Anarchist political ideals. Additionally, this course will provide a context in which key concepts such as politics and power may be reconceptualized from an American feminist point of view. *Prerequisite:* Political Science 102 or permission of instructor.

Ms. Iannello

Advanced Courses

200, 300 Topics in Political Science Exploration of an announced topic chosen each year or every other year by the department. Among the Special Topics currently offered are the following:

207 Health Care Policy This course begins with a study of the policy making process in Washington. It will focus on the current debate over health care policy, and will examine the major proposals for health care reform. In addition, it will analyze how the major players, such as Congress, the Executive Branch, and interest groups interact to reach solutions.

Mr. Duncan

308 State Politics and Policy A comparative analysis of politics in the fifty states. An empirical analysis of the operation and functions of state political systems. *Prerequisite:* Political Science 101 and 215 or permission of instructor.

Mr. Dawes

400 Seminars Advanced study of domestic, foreign, or world politics or political theory. A common core of reading and written reports by each student is

provided. Although topics differ each year and will be announced in advance, several seminars are offered routinely and are listed below.

401 Executive Policy Making Study of the constraints in the presidential policy-making process. Included is an examination of the bureaucratic, constituent, and congressional impact on the development of policy options in executive decision making. Students are responsible for a major term paper which involves a considerable amount of independent research. *Prerequisite:* Political Science 101 and Political Science 224 or permission of instructor.

Ms. Warshaw

402 American Voting Behavior and Electoral Politics A survey of the research literature on political participation and vote choice in the U.S. Also considered are the various functions elections serve in a democracy, as well as the relative merits of aggregate and individual level approaches to the study of the politics of the mass electorate. Emphasizes contemporary American Politics, but also includes analysis of historical and comparative aspects of voting behavior. *Prerequisite:* Political Science 101 or permission of instructor.

Mr. Dawes

405 Executive-Legislative Relations This seminar examines the complex institutional and political relationship between the Executive and Legislative branches of the Federal government. *Prerequisite:* Political Science 101 and Political Science 224.

Ms. Warshaw

406 Politics of Poverty Consideration of the definitions of poverty and the location of the problem within the federal political system. Attention is given to competing ideologies/theories of the development of poverty in urban areas and corresponding proposals/solutions offered by each perspective. *Prerequisite:* Political Science 101 or permission of instructor.

Ms. Iannello

409 Comparative Political Economy This course is intended to introduce the student not only to the workings of domestic economic systems but also to some of the main analytical frameworks which political economy uses to examine these systems. The comparative focus of the course on issues of political economy is thus two-fold: use will be made of the comparative methods as well as of the different theoretical approaches to understanding

domestic political economies. To that end we will focus on the relationship between political systems, regime types, ideology, and economic systems and the effects these have on certain public policy outcomes. *Prerequisites:* Political Science 103, and Political Science 251 or Political Science 252 recommended, or permission of instructor.

Ms. Hartzell

412 Women and the Political Economy of Development Examination of the central role that women in developing countries perform in the development process, as well as of the impact that development has on women. Analysis of the role that women play in household production, in the care of their families, and their participation in both the formal and informal economies. Perspectives ranging from economists' efforts to accurately measure women's contributions to development, to political scientists' focus on the political power of women, to feminist critiques of mainstream development theories are employed. *Prerequisites:* PS 103 or permission of instructor.

Ms. Hartzell

Individualized Study Intensive research on an approved topic presented in oral or written reports, under the supervision of a member of the department faculty.

Staff

Internship A minimum six weeks of on-site participation in administration with a public or private organization under the supervision of a member of the department faculty. Available during the fall or spring semesters or during the summer.

Staff

Honors Opportunity for highly-qualified students to participate in a program of original research under the supervision of a member of the department faculty. Each student will complete a thesis and present her or his research in a public forum.

Staff

Psychology

Professors: D Agostino, Mudd, and Pittman
Associate Professors: Riggs (Chairperson), Arterberry, Bornstein, and Fincher-Kiefer
Assistant Professors: Cain, Sivi, and Tykocinski

Overview

The department emphasizes experimental psychology in all of its course offerings. The

objective of the department is to promote knowledge of the causes of behavior, with emphasis on the formation of a scientific attitude toward behavior and appreciation of the complexity of human personality. This objective is approached by providing a representative array of courses in psychology, including seminars, special topics, independent reading, and independent research, and by providing selected opportunities for field work. Direct experience with the major methods, instruments, and theoretical tools of the discipline is emphasized throughout.

Requirements and Recommendations

Psychology 101 is a prerequisite for all other courses in the department. Requirements for a major include Psychology 101, 205, 305, 341, two advanced laboratory courses, one from each of the following two groups: (a) 318, 321, 327, 328 and (b) 315, 316, 317, 336, and three additional courses in psychology. Most laboratory courses have a 200 level course as a prerequisite. Majors must earn a grade of C or better in both Psychology 205 and 305. It is possible for those who have scored 60 or above on the CLEP (College-Level Examination Program) General Psychology examination to waive the introductory course (Psychology 101) and to qualify for advanced placement in the department. Write: College Board, Box 1822, Princeton, NJ 08540 for information about taking the CLEP exam.

An individualized study as well as experience in the use of the computer and/or training in computer science are highly recommended for those planning to go on to graduate work. Students should consult with their advisers for specific information on the prerequisites for work at the graduate level in the specialized areas of psychology.

Honors Research Program

This program provides outstanding students with an intensive research experience. Invitations for participation may be extended to students who have a GPA of 3.5 in Psychology 101, 205, and 305. These courses should be completed by the end of the sophomore year.

Students in this program will take two advanced laboratory courses in the junior year (priority will be given at registration), and will enroll in Psychology 464 (Honors Research) in their senior year (an honors thesis may be substituted for Psychology 464 see Honors Thesis course description below). The results of these honors research projects will be

presented at the Spring Undergraduate Research Colloquium. Students will also be expected to attend departmental colloquia and other departmental events.

Requirements for Departmental Honors

Departmental Honors are awarded to graduating majors who, in the combined judgement of the staff, have demonstrated academic excellence in coursework in the major, and who have completed the individualized empirical research project, honors research, or an honors thesis.

Distribution Requirements

Psychology 101 may be used to fulfill the distribution requirement in social sciences.

101 General Psychology An introduction to the basic scientific logic, facts, theories, and principles of psychology, including the study of human motivation, learning, emotion perception, thought, intelligence, and personality. Some attention is given to the applications of psychology. Repeated spring semester. May be used toward fulfilling the distribution requirement in the social sciences.

Staff

205 Introduction to Statistics Introduction to descriptive and inferential statistical methods. Laboratory work involves the use of a computer software package that allows for the application of statistical procedures. Credit may not be granted for this course and Mathematics 107 or Economics 241. Offered each semester. *Prerequisite:* High school algebra. Required of all majors. Three class hours and three laboratory hours.

Ms. Arterberry, Mr. Sivity

210 Behavioral Economics and Social Engineering

Introduction to behavioral economics and the implications of that field for social planning in a high mass consumption society. The potential contribution of behavioral systems analysis and social science research to more effective social and economical planning is considered in the context of a think tank course model. One three-hour seminar (arranged) and one group field survey are required in the course of the semester. Alternate years.

Mr. Mudd

212 Industrial and Organizational Psychology

An introduction to industrial and organizational psychology, including theory and practice in the following areas: personnel, organizational behavior and development, training, and the place of work in

the psychological makeup of humans and human society. Equal attention is given to theory and applications. Several group projects are required in addition to the normal examination pattern. Three class hours offered in alternative years with Psychology 210.

Mr. Mudd

214 Social Psychology Review of current psychological theory and research in social psychology. Topics include attitude and behavior change, conformity, attraction, interpersonal perception, and psychological aspects of social interaction.

Ms. Riggs, Ms. Tykocinski, Mr. Pittman

215 Human Cognition Introduction to cognitive psychology. Topics covered include perception, attention, memory, learning, forgetting, language comprehension, reasoning, and problem solving. Theories are presented concerning cognitive processes and empirical evidence is considered that might challenge or support these theories.

Ms. Fincher-Kiefer

216 Sensory Psychology An in-depth study of the senses. This course provides a background in psychophysics and sensory physiology. Early research techniques and problems, as well as current experimental research, will be discussed. *Prerequisite:* Psychology 101 or Biology 101.

Staff

221 Basic Dynamics of Personality An introduction to the major approaches to personality, including psychodynamic, behavioral, humanistic, and trait models. General issues and problems which arise in the study of personality are considered, and the importance of empirical evidence is emphasized.

Mr. Bornstein

225 Developmental Psychology: Infancy and Childhood The psychological development of the individual from conception to adolescence. Theory, methodology, and research are presented in the areas of perception, learning, cognition, language, social, and moral development. Students who take this course may not take Psychology 227 or Psychology 228.

Ms. Arterberry, Ms. Cain

227 Cognitive Development The psychological development of the individual from conception through adolescence. Theory, methodology, and research are presented in the area of perception, cognitive, and language development.

Ms. Arterberry

228 Social and Personality Development The psychological development of the individual from infancy to adolescence. Theory, methodology, and research are presented in the areas of family and peer relationships, motivation, social cognition, moral development, and developmental psychopathology. *Prerequisite:* Psychology 227 or permission of the instructor.

Ms. Cain

236 Introduction to Brain and Behavior Introduction to the anatomical, physiological and biochemical bases of human behavior. Topics will include sleep and dreams, development, learning and memory, motivation and emotions, language and other higher functions, and psychopathology. Emphasis will be on developing an ability to conceptualize psychological phenomena in biological terms.

Mr. Sivi

305 Experimental Methods An introduction to scientific method and experimental design. Emphasis is placed on the logical development of new ideas, kinds and sources of error in experimentation, methods of control, design and analysis of experiments, and scientific communication. *Prerequisites:* Psychology 101 and Psychology 205. Three class hours and three laboratory hours.

Ms. Riggs, Mr. D Agostino, Mr. Pittman, Ms. Fincher-Kiefer

315 Thinking and Cognition In-depth examination of the cognitive processes involved in language comprehension, problem solving, reasoning, and decision making. Current research and existing theories will be surveyed. Research will be conducted in one of the areas of investigation. *Prerequisites:* Psychology 215, or permission of the instructor, and Psychology 305. Three class hours and three laboratory hours.

Ms. Fincher-Kiefer

316 Perception Introduction to sensory and perceptual processes in vision. Lectures deal with sensory coding, feature detection, figural synthesis, and semantic integration. Laboratory work includes several minor studies and one major two-person group research study on a special topic of the students own choice. *Prerequisite:* Psychology 305. Three class hours and the equivalent of three laboratory hours.

Mr. Mudd

317 Memory and Social Cognition An introduction to human memory and social cognition. Attention will focus on factors known to influence the storage and retrieval of social information. Errors and biases in human judgment will also be examined.

Prerequisite: Psychology 305. Three class hours and three laboratory hours.

Mr. D Agostino

318 Experimental Social Psychology Study of specific content areas in social psychology. Current theories and empirical data will be used to illustrate experimental designs and relevant methodological considerations. Laboratory work includes the design, execution, and analysis of two original experiments. *Prerequisites:* Psychology 214 and Psychology 305. Three class hours and the equivalent of three laboratory hours.

Ms. Riggs, Ms. Tykocinski, Mr. Pittman

321 Assessment of Personality, Psychopathology, and Intelligence An introduction to the methodological and conceptual issues involved in the construction and use of personality tests and measures of psychopathology. Following a survey of the literature on test development and validation, selected personality, psychopathology, and intelligence tests will be studied in depth. Empirical research on each test will be examined. Each student will also design, conduct, analyze, and write up an experiment evaluating some aspect of a personality test or measure. *Prerequisites:* Psychology 221 and 305. Three class hours and the equivalent of three laboratory hours.

Mr. Bornstein

326 Abnormal Psychology An introduction to psychopathology and abnormal behavior, with particular attention to conceptual, methodological, and ethical issues involved in the study of abnormal psychology. Models of psychopathology and psychodiagnosis are discussed, with an emphasis on the empirical evidence for different models.

Prerequisite: Psychology 221.

Mr. Bornstein

327 Experimental Cognitive Development An intensive study of one or more areas of cognitive development. Emphasis is placed on the unique characteristics of research with children. Laboratory work is conducted in a preschool or day care center. The design, execution, and analysis of a research project is required. *Prerequisites:* Psychology 225 or 227; Psychology 305. Three class hours and three laboratory hours.

Ms. Arterberry

328 Laboratory in Social and Personality

Development An intensive study of one or more areas of social and personality development, utilizing observational and experimental methods. Emphasis is placed on the unique characteristics of research with children. Laboratory work is conducted in a preschool or day care center and includes the design, execution, and analysis of a research project. *Prerequisites:* Psychology 225 or 228; Psychology 205 and 305. Three class hours and three laboratory hours.

Ms. Cain

336 Behavioral Neuroscience Advanced discussion of the topics included in Psychology 236, as well as an in-depth treatment of brain development and the neurochemical basis of behavior. *Prerequisites:* Psychology 236 and 305 or permission of the instructor. Three class hours and three laboratory hours.

Mr. Sivi

341 History of Experimental Psychology A review of the development of experimental psychology to the present. Emphasis is on the role of the reference experiment in setting the course of major programs of research in psychology over the past century. Three demonstration experiments are required.

Mr. Mudd

400 Seminar An opportunity to work on a selected topic in a small group under the guidance of a member of the staff. Not offered every year. The topic for a given semester is announced well in advance. Enrollment by permission of the instructor. May be repeated.

Staff

450 Individualized Study Tutorial Opportunity to do intensive and critical reading and to write a term paper on a topic of special interest. Student will be expected to become thoroughly familiar with reference books, microfilms, and scientific journals available for library research in the field of psychology. *Prerequisite:* Permission of the instructor. May be repeated.

Staff

460 Individualized Empirical Research Design and execution of an empirical study involving the collection and analysis of data in relation to some psychological problem under the supervision of a staff member. Students are required to present an acceptable research proposal no later than four weeks following the beginning of the semester or to withdraw from the course. Research culminates in a paper. *Prerequisite:* Permission of the instructor. May be repeated.

Staff

464 Honors Research Students in the Honors Research Program will take this course in their senior year. The course has two components: (a) a research project, similar to that described under Individualized Empirical Research, in which each student designs and executes an empirical study under the supervision of a staff member; and (b) an honors seminar in which honors students present and discuss their research projects. Students may elect to do their research project in either the fall or the spring semester. The seminar will meet both semesters, and all students will participate in all of the seminar meetings. One course credit will be given in the spring semester. *Prerequisites:* Participation in the Honors Research Program and completion of two advanced laboratory courses.

Staff

466 Honors Thesis Designed to meet the needs of the clearly superior student. During the senior year each participant will engage in an original program of research under the direction of a thesis committee. In addition to completing a formal thesis, each student will present and discuss his or her research before the entire staff. Successful completion of the program entitles the student to receive credit for two courses which can be applied towards a psychology major. *Prerequisite:* By invitation of the department only.

Staff

471 Internship A minimum of 160 hours of on-the-job experience on a mental health, human resource, or research position. Students must be sponsored by a member of the Psychology Department, and receive approval by the internship coordinator. Available during the fall or spring semesters or during the summer. This course does not count toward minimum requirements in a major or minor, graded S/U.

Religion

Professors Hammann (*Chairperson*), Moore, and Tipson (*Provost*)
Associate Professors Myers and Trone
Assistant Professor Matsuki

Overview

Essential to an understanding of the past and the present is a study of the varied religious experiences and traditions of humankind. The department offers courses in sacred texts, historical traditions, and religious thought and institutions, all of which investigate the complex phenomenon of religion.

Requirements and Recommendations

A major consists of ten courses. Two may be taken outside of the Department; two must be at the 200 level; one must be a 300 or a second 400 level course. A major must also take at least one of the following: Religion 460, 470 or 474. The department encourages qualified students to consider internships and/or overseas study, including the junior year abroad.

A minor consists of six courses. One of the six may be outside of the Department but not in a student's major; at least one must be at the 200 level and at least one must be at the 300 or 400 level.

Any of the following courses, outside of the Religion Department may be counted toward either a major or minor. Other courses may be possible with the permission of the Department.

Classics	230	Classical Mythology
Greek	204	New Testament Greek
Latin	306	St. Augustine
IDS	206	Byzantine Civilization
IDS	211	Perspectives on Death and Dying
IDS	227, 228	Civilization of India
IDS	237, 238	Literature of India
IDS	267	Theatre and Religion
IDS	312	Ancient Egyptian Lang., Lit., Art,
Hist.	311, 312	Medieval Europe
Hist.	313	Renaissance and Reformation
Phil.	105	Contemporary Moral Issues
Phil.	203	Classical Greek and Roman Philosophy

The department's rationale for numbering courses is as follows:

100 courses are essentially topical and thematic.

200 courses are surveys which usually take a historical approach. The 200 courses are especially appropriate for an introduction to the major. Neither 100 nor 200 courses have a prerequisite and may be taken to fulfill the distribution requirement in Religion.

300 courses are more narrowly focused or specialized, often examining in greater detail some issue or area treated more generally in other course in the department.

Since some courses are not offered every year, students should consult with individual instructors

when planning their programs. Those planning to earn an advanced degree in religion from a seminary or from a graduate school in religion should consider either a major or a minor in the department.

Distribution Requirements

Any 100 or 200 course will fulfill the one course distribution requirement in religion. The difference between a 100 and 200 course is a matter of emphasis rather than degree of difficulty. The following courses also fulfill the distribution requirement in history/philosophy: 220 and 221. The following courses meet the distribution requirement in non-Western culture: 108, 241, 248 and 249. IDS 312 also meets that requirement.

101 Introduction to Religions An overview of several approaches to understanding religious traditions, including the anthropological, historical and psychological. The course will apply these approaches to an appreciation of select traditions such as Hinduism, Buddhism and Islam, as well as several unconventional religious traditions that are of historical and contemporary interest. Offered every year.

Staff

105 The Bible and Modern Moral Issues An investigation of the relevance of the Bible for life in the twentieth century. Some issues studied from a biblical perspective include sex roles and sexual relations, economic inequities, and legal injustices. Among topics to be covered are marriage and divorce, homosexuality, women's rights, poverty, war, and peace. Three class hours. No prerequisites. Open to first year students and sophomores only. Offered every year.

Mr. C. Myers

108 Wisdom Literature A comparative study of Job, Psalms, Proverbs, Ecclesiastes, and the Song of Songs, with the wisdom literature of the Sumerians, Egyptians, Babylonians, and other contemporaries and predecessors of the Israelites. Fulfills the distribution requirement in non-Western culture. Offered every year.

Mr. Moore

113 Women in the Ancient World An investigation of the role(s) of woman as reflected in the myths, legends, epics, law codes, customs, and historical records of the Sumerians, Babylonians, Egyptians, Hebrews, Greeks, and Romans. The relevance of some of this for contemporary roles and problems is also examined. Offered every year.

Mr. Moore

117 Topics in Biblical Studies An intensive study of a religious topic, problem, writer, or theme in the field of biblical studies. Offered at the discretion of the department.

Staff

124 Elizabeth to Irene: Women in Christianity I A seminar exploring writings by Christian women and other information about them in laws, theologies, biographies, histories, letters, funeral eulogies, legends, liturgies, and Christian art from the New Testament to the eighth century. This course complements Religion 125, 220, 221, IDS 206, and may count toward a minor in women's studies. Offered every year.

Mr. Trone

125 Theodora to Margery: Women in Christianity II A seminar exploring writings by Christian women and other information about them in laws, theologies, biographies, histories, letters, funeral eulogies, legends, liturgies, and Christian art from the ninth century to the fifteenth century. This course complements Religion 124, 220, 221, IDS 206, and may count toward a minor in women's studies. Offered every year.

Mr. Trone

127 Topics in History of Religions An intensive study of a religious topic, problem, writer, or theme in the field of the history of religions. Offered at the discretion of the department.

Staff

129 Judaism and a Spiritual Path In this three hour experiential seminar, participants explore ways to appreciate a consciously lived spirituality. The course will explore the religious dimensions of interpersonal relationships, environmentalism, world peace, and community building. The instructor uses Judaism as the case model for understanding how its spiritual path, in regard to holy days, holidays, life cycle rituals, and personal spiritual practices functions. Participants will gain a greater appreciation of their own religious roots and the beauty of religious diversity.

Staff

134 Religion in Cinema A study of films that portray the themes and stories rooted in a variety of religious traditions. The method of the course will be to compare the cinematic representation with that of traditional versions of the stories. Such films as *Little Buddha*, *The Message*, *The Ten Commandments*, *Jesus of Montreal*, *The Last Temptation of Christ*, *The Gospel According to St. Matthew*, *The Robe*, *Ordet*, and *Wise*

Blood will be viewed and analyzed. Offered every year.
Mr. Hammann

135 Religion in Fiction An examination of the fictional representation of religious stories. The works of Lewis, Malamud, Olson, Kazantzakis, MacLeish, Lagerkvist, and others will be read. Not offered every year.

Mr. Hammann

137 Topics in Religious Thought An intensive study of a religious topic, problem, writer, or theme in the field of religious thought. Offered at the discretion of the department.

Staff

204 History, Literature, and Religion of the Old Testament A study of the history, literature, and religion of the Hebrews, from the time of Abraham to about 500 B.C. The history and culture of Israel are related to those of surrounding nations, with special emphasis on the relevancy of archeological data. Offered every year.

Mr. Moore

205 History, Literature, and Religion of the New Testament An introduction to the writings of the New Testament as they originated in their Greco-Roman milieu. Emphasis is on the distinctive purposes and main content of each writing. The use of source, form, and redaction criticism as tools for the academic study of the New Testament is demonstrated. Offered every year.

Mr. C. Myers

220 Church History To the Eighth Century A historical study of all groups who claimed to be Christian, from Pentecost to the eighth century. Theologies, liturgies, councils, heresies, and the outstanding participants are examined with the aid of primary documents. Also fulfills the distribution requirement in history/philosophy. Offered every year.

Mr. Trone

221 History of the Medieval Church A historical study that continues Religion 220 up to the fifteenth century. The Latin, Orthodox, and the heretical traditions and institutions are included. Religion 220 is not a prerequisite for this course. Also fulfills the distribution requirement in history/philosophy. Offered every year.

Mr. Trone

224 Religion of African Americans An examination of the religious traditions of African Americans from

the African context to the establishment of the "Invisible Church" in America to the present. This course will concentrate on the religious beliefs of African Americans and the spirit of accommodation that has been directed toward achieving freedom and justice. The general approach for interpreting religious discourse will be historical and psychological. Among the subjects to be covered will be the retention of African religions and religious symbols, African American religious nationalism, Pentecostalism, Santeria, the Nation of Islam, the civil rights movement, and Afrocentric Christianity. Not offered every year.

Staff

226 Native American Religions A course that draws heavily on the traditions of the North American Plains Indians. Materials of the course will be autobiographies as well as historical and ethnological studies. Students will come to appreciate the "spiritual aspects" of a culture that does not differentiate between the sacred and secular. Not offered every year.

Staff

236 Religions from the Center to the Fringe A historical and critical study of recent unconventional religious movements primarily in the West. Movements such as Baha'i, Jehovah's Witnesses, Latter-day Saints, Unification Church, ISKCON, Scientology, Ahmadi Islam, and others will be considered. The study will aim at understanding religious characteristics as well as social effects of these movements. Offered every year.

Mr. Hammann

241 Religions of South Asia A historical and phenomenological study of the religions of South Asia, especially Hinduism, Hinayana Buddhism, and Islam. Some original sources in translation are investigated to promote understanding of religious ideas, institutions and practices. Fulfills the distribution requirement in non-Western culture. Offered every year.

Ms Matsuki

248 The Religions of China A general introduction to the major religious traditions of China. Students will explore the social and historical contexts of Confucianism, Taoism and Buddhism. Attention will be given to the varied developments of these three historic traditions and to an assessment of their contemporary viability. Offered every year.

Ms Matsuki

249. The Religions of Japan A general introduction to the major religious traditions of Japan. Students will explore the social and historical contexts of Shinto, Confucianism and Buddhism. Attention will be given to the varied developments of these three historic traditions and to an assessment of their contemporary viability. Offered every year.

Ms Matsuki

301 The Prophets of the Old Testament A historical and sociological study of the life and times of Israel's prophets as drawn from the Old Testament and extra-Biblical sources, with special emphasis given to both the importance of prophetic interpretations for their own day and to their lasting effect upon Judeo-Christian thought. *Prerequisite:* Religion 204 or 205 or permission of the instructor. Not offered every year.

Mr. Moore

311 Jesus in the First Three Gospels An examination of the Jesus tradition as interpreted in the Gospels of Matthew, Mark, and Luke, using the techniques of source, form, redaction, and literary criticism. Special attention is given to the distinctive perspective of each Gospel. *Prerequisite:* Religion 205 or permission of the instructor. Not offered every year.

Mr. C. Myers

312 The Gospel of John An exploration of the thought and content of the Fourth Gospel. An effort is made to determine the background purposes for writing, and the community addressed by John's Gospel. The question of its relationship to the Synoptic Gospels and to the Epistles of John is also included. *Prerequisite:* Religion 205 or permission of the instructor. Not offered every year.

Mr. C. Myers

314 The Apostle Paul A study of the life, letters, and legacy of this early Christian, through a careful consideration of primary and selected secondary sources. Particular attention will be given to understanding the Pauline literature in its historical context. Ancient and modern interpretations of Paul's life and work are also treated. *Prerequisite:* Religion 205 or permission of the instructor. Not offered every year.

Mr. C. Myers

327 Monks, Nuns, and Friars A study of the rules and practices of Christian ascetics and orders for men and women, Latin and Orthodox, to the fifteenth century. The course will also include the art

and architecture produced by these orders. Not offered every year.

Mr. Trone

343 Mythology and Religion Mythology and religion have always been companions. The course will aim at understanding this friendship. Students will familiarize themselves with certain mythological artifacts as well as current "surrogate myths." A main focus of the course will be an appreciation of the process of "mythmaking" which will be approached from several critical viewpoints. Offered every year.

Mr. Hammann

460 Individualized Study for Majors The Senior Project must be approved by the Department.)

Staff

470 Individualized Study and Internships

Staff

474 Summer Internships

Staff

IDS 206 Byzantine Civilization For course description see Interdepartmental Studies.

Mr. Trone

IDS 211 Perspectives on Death and Dying For course description see Interdepartmental Studies.

Mr. Moore

IDS 312 Ancient Egypt: Its Language, Literature, Art, and History A study of Ancient Egypt's culture as reflected in its language, literature, and art. Although the student's study of the Egyptian language itself will be confined to the script, vocabulary, and grammar of the Middle Kingdom (c. 2240-1570 B.C.E.), Egypt's literature and art from 2900-1100 B.C.E. will be presented in their historical context. Fulfills distribution requirement in non-Western culture and may be counted toward the requirements for a religion major. *Prerequisite:* Permission of the instructor.

Mr. Moore

Russian

The courses offered are designed to acquaint the student with the basics of the Russian language. No major or minor is offered in this area. Students may use Russian (through the 202 level) to fulfill the language distribution requirement. The administration of the Russian language program is overseen by the Committee on Interdepartmental Studies.

101,102 Introductory Russian Fundamentals of Russian which simultaneously emphasize oral comprehension, verbal communication, writing and reading of the modern, contemporary language. Text, workbooks and lesson tapes are based on the "communication competence approach" developed by the Pushkin Institute in Moscow. Extensive use of dialogue drills (e.g. introductions, shopping, travel etc.) which are oriented towards rapid development of spoken fluency in modern Russian. Special training is provided for students who wish to use PC or Mac computers for dual language text (Russian/ English) and special glossary/dictionary development.

Ms. Chermack

201,202 Intermediate Russian Review of basic grammar as well as further development of speaking, reading and writing skills in modern Russian. Class materials include examples of 19th and 20th Century Russian literature, newspapers and journals. Weekly laboratory sessions feature Russian films and video materials. Russian 202 will introduce students to simultaneous translation techniques. *Prerequisite:* Russian 102 or its equivalent.

Ms. Chermack

Sociology and Anthropology

Professors Emmons and Hinrichs (*Chairperson*)
Associate Professors Gill, Heisler, and Loveland
Assistant Professors Betances, Curet, Potuckek, and Rosenberg
Instructor Pearce
Adjunct Associate Professor Flöge

Overview

Studies in the department are directed toward understanding social organization and action and the role of culture in shaping human behavior. Reflecting the diversity of perspectives in sociology and anthropology, the courses present a variety of approaches. Some perspectives start with individuals in interaction with each other and focus upon how they develop meaningful social relationships, groups, and institutions. Other approaches focus upon the molding of individuals by various institutions, groups, and cultures, or upon the functional or conflict relationships among various classes and subcultures. By emphasizing the scientific and comparative study of social institutions and cultures, the department seeks to have students develop an understanding of social realities, and to increase their competence in dealing critically and constructively with social problems and programs for social change.

The department's goals are to contribute to the liberal arts education at Gettysburg College, to provide a solid academic foundation in sociology and anthropology for students interested in graduate study, to assist students in meeting their academic and career needs, and to acquaint all students who take our courses with sociological and anthropological perspectives. The courses reflect the diversity of perspectives in sociology as a discipline and cover the core subject matter of the field.

Majors are prepared for graduate education in sociology, urban planning, law, communication, criminal justice, social work, criminology, anthropology, health care, theology, and library science, as well as for careers in teaching, business, and fields related to the graduate programs cited. The department has a chapter of Alpha Kappa Delta, the Sociological Honor Society. Also, the Gettysburg Anthropological Society is a club for those interested in anthropology. Majors are eligible for Harry C. and Catherine Noffsinger Hartzell Award, the Holly Gabriel Award, the Department Prize, and departmental honors. The department emphasizes a commitment to experiential education, field trips and internships. Several majors serve as student representatives to department faculty meetings in order to provide a means for students to voice their concerns.

Requirements and Recommendations **Majors**

Beginning with the class of 1998 the Sociology and Anthropology Department will offer both a major in sociology and a combined major in anthropology and sociology. Students in the class of 1998 or later who major in sociology will take a minimum of ten full-credit courses. Before declaring a major, a student must earn a grade of C- or better in Sociology 101, Introductory Sociology. Students majoring in Sociology must take Sociology 101, 302, 303, 306, and 400. They must also take one of the following inequality courses: Sociology 202, 209, 217, and a seminar in sociological theory, chosen from among the following: Sociology 310, 311, 312, 313. The remaining three courses are electives chosen from among the sociology course offerings, excluding 450s and 470s, and may include one anthropology course.

Students in the class of 1998 or later who select the combined major in Anthropology and Sociology will take a minimum of ten full-credit courses. Before declaring a major, a student must have completed one or more 100 level courses in the Department and must have earned a C- or better in each such course.

Students must take Anthropology 103 and 105; Sociology 101, 302 and 303; either Anthropology 308 or Sociology 306; and either Anthropology 400 or Sociology 400. Students must also take three electives in anthropology and sociology course offerings except 450s and 470s. Students must have a minimum of four courses in each discipline.

For students in the classes of 1996 and 1997, the department offers a major with sociology and anthropology tracks. The sociology track requires ten full-credit courses. Before declaring a major, a student must earn a grade of C- or better in Sociology 101, Introductory Sociology. Students in the sociology track must take Sociology 101, 302, 303, 304, 305, 400, and Anthropology 103 (may substitute an upper-level anthropology course which is not a culture-area course with permission). Additionally, students will take two electives from the following social process and inequality courses: 202, 203, 208, 209, 210, 212, 213, 217, 231; and one elective from any other course offered in sociology or anthropology, including 460, but excluding 450s and 470s.

For the classes of 1996 and 1997, the department also offers an anthropology track. Students in this track will take a minimum of ten courses. Students must take Anthropology 103; one culture-area course selected from Anthropology 211, 220, 224, 232, or a currently offered course; one topics course selected from Anthropology 215, 216, or 228; one additional elective in Anthropology; and Anthropology 400 or 460. Students must also take Sociology 101, 302, 303, 304, and one elective from Anthropology 105, Sociology 202, 203, 204, 206, 208, 209, 210, 212, or 217.

Minors

Beginning with the class of 1998, students with a major in sociology may minor in anthropology but students with a combined major in anthropology and sociology may not minor in the department. Beginning with that class, the department will offer a new anthropology minor. Six courses are required for this minor. Students must take Anthropology 103 and 105; either Anthropology 308 or 400; and three electives from anthropology course offerings (one of these may be Anthropology 450s).

Beginning with the class of 1998, six courses are required for the minor in sociology. Students must take Sociology 101, 302, and 304 or 306. The remaining three courses must be chosen from among Sociology course offerings, excluding 450s and 470s.

Students in the classes of 1996 and 1997 who are not majors in the department may minor in either sociology or anthropology. For members of those classes, the minor in anthropology requires six courses. Students must take Anthropology 103. Three additional courses must be elected from the other anthropology offerings (one of these may be Anthropology 450s, Individualized Study in Anthropology). One non-anthropology course must be selected from the list of courses that fulfill the non-Western culture distribution requirement. One sociology course must be selected from the following: 101, 202, 206, 208, 209, and 302.

For students in the classes of 1996 and 1997, six courses are required for the minor in sociology. Students must take Sociology 101, 302, and 304. The remaining three courses may be elected from departmental offerings, with the exception of Sociology 450s, 470s; one or two of these three elective courses may be courses in anthropology.

Prerequisites

Sociology 101 is a prerequisite for most other sociology courses except as noted in course descriptions; most upper level anthropology courses require either Anthropology 103 or Anthropology 105.

In order to ensure adequate preparation for Sociology 303, students must have completed Sociology 302 with a grade of C- or better or have the permission of the instructor before enrolling in Sociology 303. Majors must have a background in math through Algebra II or its equivalent in high school or through the introductory mathematics course at the college-level before enrolling in Sociology 303.

Individualized Study

In response to varying needs, interests, and expertise of individual students and staff members, the department provides means for students to pursue independent research and studies through Anthropology 450s and 460, Sociology 450s and 460, field work application or direct experience, and other opportunities to expand specialized interests. Anthropology 460 or Sociology 460 is a requirement for departmental honors, and students who want to be considered for honors should enroll in one of these courses. Students interested in pursuing honors should consult with a departmental faculty member in the junior year.

Distribution Requirements

All full-credit departmental courses except Sociology 302 and 303 may be used to fulfill the distribution requirement in social science. All courses in anthropology may be used to meet the non-Western culture distribution requirement.

Anthropology**103 Introduction to Social-Cultural Anthropology**

Comparative study of human social and cultural institutions, utilizing a series of ethnographies of non-Western cultures and data from contemporary American society. The concepts, methods, theories, and history of the discipline will be discussed.

Mr. Curet, Mr. Loveland

105 World Prehistory and Human Evolution

Introduction to concepts and findings in archaeology, prehistory, and human evolutionary biology. The course examines the evolutionary history of humans and cultural developments from the perspectives of archaeology and physical anthropology. It explores such topics as evolutionary theory, early hominids, the evolution of modern humans, the appearance of agriculture, and the development of civilization.

Mr. Curet

211 American Indians Introduction to the traditional aspects of Native American cultures by examples drawn from the major culture areas of the Americas. The present-day situation of Native Americans will be discussed. No prerequisite.

Mr. Loveland

215 Psychological Anthropology Examination of the influence of culture in shaping the personality of the individuals in non-Western societies. The course will include the following topics: psychoanalytic theory, dreams, cross-cultural research, socialization, personality development, modal personality, mental illness, and the effects of social change upon personality. Ethnographic examples from a variety of cultures will be utilized. *Prerequisite:* Anthropology 103.

Mr. Loveland

216 Introduction to Medical Anthropology Study of systems of belief and knowledge utilized to explain illnesses in various cultures and attendant systems of curing. Topics discussed include hallucinogens, shamanism, curing, sorcery, witchcraft, herbal medicines, and the modern American medical system. Ethnographic examples are drawn from a variety of cultures. *Prerequisite:* Anthropology 103.

Mr. Loveland

220 World Cultures Study of the cultures of Asia, the Pacific, Africa, and Native, North, Central and South America. Class will discuss ethnographies and films about a variety of socio-economic types, including foraging, horticultural, agricultural, and pastoralist societies. No prerequisite.

Mr. Loveland

224 Native Peoples of the Circum-Caribbean

Examination of the social, cultural, economic, and political experience of the different native peoples of the Circum-Caribbean culture area. The course deals with the archaeology, ethnohistory, and anthropology of this region which includes the Greater and Lesser Antilles, northeastern South America, and lower Central America. Topics range from the settlement of the area by the first groups such as the Arawaks and Caribs, prehistoric cultural and social developments, conquest and colonization of the region by Europeans, and descriptions of conditions of modern day native cultures.

Mr. Curet

228 Cross-Cultural Perspectives on Women, Sex Roles, and Gender

Examination of the position of women, their interrelationship with men, the assignment of male and female roles, and the conceptualization of gender ideology in various societies and cultures. The course will focus on broad theoretical issues (e.g., biological vs. cultural determinants; gender stratification and inequality; the effects of social, cultural, and economic variables) as well as a wide range of specific societal studies.

Prerequisite: Anthropology 103

Staff

232 Precolumbian Civilizations of Middle America

Overview of the pre-conquest cultures and civilizations of Mexico and adjacent areas. Topics include a general geographic and environmental description of the cultural area of Mesoamerica, the peopling of the region by early nomadic hunters-and-gatherers, the beginning of agricultural villages, and the development of high civilizations such as the Olmecs, Teotihuacan, the Mayas, and the Aztecs. While the course follows the cultural history of the different pre-Hispanic cultures, there will also be discussion of the different theories proposed for different social processes such as the development of agriculture, the development of social classes, and the rise and fall of major centers and empires. No prerequisite.

Mr. Curet

308 Anthropological Theory Overview of anthropological theory from an historical perspective.

This course will focus on the discussion of the main schools of thought in anthropology, including Cultural Evolution, Historical and Cultural Materialism, Functionalism, Structuralism, and more recent theoretical developments. Attention will be directed to the way in which anthropological methods integrate with theory. *Prerequisite:* Anthropology 103

Mr. Loveland, Mr. Curet

400 Anthropology Seminar Capstone experience in anthropology. This seminar is devoted to introducing anthropology students to the latest thinking in anthropology. Building on an historical foundation, this course will provide an overview of the field of socio-cultural anthropology and current anthropological thinking. In addition, some current ethnographies will be read, and students will do individualized projects in a seminar setting.

Prerequisite: Anthropology 103 and consent of the instructor.

Staff

450s, 470s Individualized Study Independent study in fields of special interest outside the scope of regular course offerings. The consent of the department is required.

Staff

460 Research Course Individual investigation of a research topic in anthropology in the student's special area of interest under the guidance of a faculty member. The topic must be approved by the department. The project culminates in written and oral presentations of a formal paper to the faculty. This is required for departmental honors and is open to juniors and seniors only. Students must submit a proposal to the department a minimum of two weeks before the end of the semester preceding the proposed study.

Staff

Sociology

101 Introductory Sociology Study of the basic structures and dynamics of human societies, focusing on the development of principles and concepts used in sociological analysis and research. Topics will include culture, socialization, social institutions, stratification, and social change.

Staff

202 Wealth, Power, and Prestige Examination of social ranking and rating systems. Topics include social classes, social mobility, economic and political power, and informal prestige and fame. *Prerequisite:* Sociology 101.

Mr. Emmons, Ms. Heisler

203 World Population Examination of the components of population composition (fertility, mortality, and migration) to understand how they interact to produce particular population structures and population growth rates. The course emphasizes the study of relationships between social and demographic variables, and the consequences of different population structures and population growth rates for societies as a whole and for various social groups. Special attention is given to the relationship between population dynamics and public policy decisions. *Prerequisite:* Sociology 101.

Ms. Floge

204 Sociology of Mass Media and Popular Culture An analysis of broadcast and print media institutions. Perspectives include the "production of culture," cultural content analysis, socialization effects, and media coverage. A variety of popular culture genres, both mass and folk, will be covered, with special emphasis on music. *Prerequisite:* Sociology 101.

Ms. Pearce, Mr. Emmons

206 Sociology of the Family An analysis of the family as a social institution. The course takes a comparative and socio-historical approach to the study of American families, and focuses on the ways that families interact with and are shaped by other social institutions, particularly the economy. Topics include intra-family relations, work-family links, and family policy. *Prerequisite:* Sociology 101.

Ms. Potuchek

207 Criminology Introduction to the sociological study of crime. The course begins with a discussion of criminal law and the extent of crime, and continues with a comprehensive examination of police, courts, and corrections. Theories of crime causation, criminal behavior systems, and victimology are also examined. *Prerequisite:* Sociology 101. Offered every other year.

Mr. Hinrichs

208 Community and Urban Life Study of communities from a sociological perspective, with a major emphasis on urban areas. Topics include historical development of cities, development of suburbs, urbanism as a way of life, city planning, metropolitan dynamics, and urban problems. *Prerequisite:* Sociology 101. Not offered regularly.

Mr. Hinrichs

209 Racial and Ethnic Relations Comprehensive study of ethnic and minority relations. Theoretical perspectives include immigration and assimilation, prejudice and discrimination, and the structure of the

ethnic community. The study of African-American, European-immigrant, and Asian-American communities is emphasized. *Prerequisite:* Sociology 101.

Ms. Heisler, Mr. Emmons

210 Social Change Application of theories of social change to contemporary trends and changing norms, values, and expectations. Emphasis is on a critical examination of recent changes in the economy and political structure of U.S. society and on the assessment of the efforts by social movements to direct social change. Offered every other year. *Prerequisite:* Sociology 101.

Ms. Gill

212 Sociology of Deviance Examination of the concept of deviance and exploration of the various sociological theories and perspectives for viewing deviant phenomena. Sociological, biological, and psychological theories of causation are examined. There will be an in-depth analysis of alcohol and drug use, variations in sexual behavior, pornography, violence, child abuse, homelessness, and skid row. *Prerequisite:* Sociology 101.

Mr. Hinrichs

213 Political Sociology Analysis of the role of power in social and political institutions. Among the major topics explored are the basis, distribution, and use of power and authority; the relationship between economic and political power; the origins of the modern state; the conditions of democracy and authoritarian rule; and the dynamics of social movements and political change. Not offered every year. *Prerequisite:* Sociology 101.

Ms. Heisler

217 Gender Inequality Examination of the patterns of gender stratification in American social structures. The course centers on the various forms of sexual inequality in today's world, examining the positions of women and men in families and occupations. Topics include socialization, images of women in the media, violence against women, and possibilities for change. *Prerequisite:* Sociology 101.

Ms. Gill

219 Chinese Society Sociological and anthropological analysis of China and Hong Kong. Major socio-cultural themes in both traditional and modern systems are examined, with special emphasis on religion, magic, ancestor worship, politics, social class, cities, and medicine. *Prerequisite:* Sociology 101 or Anthropology 103. Fulfills the non-Western culture requirement.

Mr. Emmons

231 Self in Society Study of theories of social psychology, methods of social psychological research, the self, socialization, social roles, social relationships, communication and group behavior. Emphases will include group dynamics and differences in male/female perceptions and social behaviors. Readings will include theoretical works and will emphasize classic and recent research in the field. *Prerequisite:* Sociology 101.

Ms. Rosenberg

262 Social Development of Latin America

The formation of Latin American republics, focusing upon the interplay between internal processes and external influences. Students will examine the Latin Americans' struggle for political and cultural integration to overcome their colonial heritage and to build national states. Same as LAS 262. No prerequisite.

Mr. Betances

267 Society and Politics in Latin America: A Case Study of the Dominican Republic Study of the socio-political evolution of the 19th and 20th century Dominican Republic. This course will examine the tension between dictatorship and democracy, the changing economic patterns of Dominican life and the influence of the U.S. military interventions of 1916-1924 and 1965-1967 on the modern Dominican state. Same as LAS 267. No prerequisite.

Mr. Betances

271 Gay and Lesbian Studies I Introductory examination of important issues underlying gay and lesbian studies. In seminar format, discussion will focus on homosexuality cross-culturally; the history of the gay rights movement in American society and the historical events that have shaped gay, lesbian and bisexual identity; theories of sexuality; religion and homosexuality; homophobia; the structure of the gay and lesbian community, including issues related to race and ethnicity; the "coming out" process; and violence against gays and lesbians. No prerequisites. One-half credit course. Alternates every other year with Gay and Lesbian Studies II.

Mr. Hinrichs

272 Gay and Lesbian Studies II Further examination of contemporary gay, lesbian and bisexual life styles and the supporting social movement. In seminar format, discussion will focus on society's response to the emergence of a more visible gay and lesbian community, the impact of AIDS on gays and lesbians, constitutional and legal issues, gays and the military, gays as parents, current radical movements such as

Queer Nation and ACT UP, and the interaction of feminist theories and gay/lesbian/bisexual issues. No prerequisites. One-half credit course. Alternates every other year with Gay and Lesbian Studies I.

Mr. Hinrichs

302 Sociological Research Methodology

Introduction to designing and assessing social science research. The goal of this course is to develop the student's ability to critically review and evaluate social research findings and to prepare the student to plan and carry out research. While greatest emphasis is devoted to survey research, several qualitative and quantitative designs are examined, including the experiment, participant observation, and evaluation research. Issues of sampling, measurement, causality, and validity are considered for each technique.

Includes laboratory. *Prerequisite:* Sociology 101. Does not fulfill distribution requirement in social science.

Ms. Gill, Ms. Rosenberg

303 Data Analysis and Statistics Treatment of the analysis and reporting of quantitative data. The logic of data analysis; selection, use, and interpretations of statistical techniques; and use of the computer will form the basis of the course. Includes laboratory. *Prerequisite:* C- or better in Sociology 302 or consent of the instructor. Does not fulfill distribution requirement in social science.

Ms. Gill, Ms. Rosenberg

304 The Development of Sociological Theory

Critical survey of the origins and development of modern theories of society in the late nineteenth and early twentieth century. The primary focus is on theories and theorists who have made significant and lasting contributions to our systematic understanding of the social world: Karl Marx, Emile Durkheim, Max Weber, and George H. Mead. *Prerequisite:* Sociology 101.

Ms. Heisler

305 Contemporary Sociological Theory Analysis of post-World War II theoretical developments, including functionalism, structural theory (Marxist and non-Marxist varieties), world systems theory, exchange theory, network theory, phenomenology, ethnomethodology, and feminist theories. *Prerequisite:* Sociology 101.

Ms. Heisler

306 Introduction to Sociological Theory

Exploration of the nature of sociological theory and the major theoretical orientations (paradigms). The course examines the origins and creation of these

paradigms in the 19th and early 20th century — the period of "classical sociology" and their development, elaboration, and application in contemporary sociology. Please note that a student may not receive credit for both this course and Sociology 304.

Ms. Heisler

310 Seminars in Sociological Theory Examination of a topic in sociology from a number of theoretical perspectives. The emphasis is on gaining an in-depth knowledge of the topic while also learning how theoretical perspectives shape research and analysis.

Prerequisite: Sociology 304 or 306

Staff

311 Community and Urban Sociology Study of communities from a sociological perspective, with a major emphasis on urban areas. The theoretical perspectives of Weber, Simmel, Spengler, Park, Wirth, Redfield, Duncan and others will be examined and used to understand the following: the historical development of cities, the ecology of cities, the development of suburbs, urbanism as a way of life, city planning, metropolitan dynamics, and contemporary urban problems. *Prerequisite:* Sociology 306 or consent of instructor for non-majors. Please note that a student may not receive credit for both this course and Sociology 208.

Mr. Hinrichs

312 Social Change Applications of theories of social change to contemporary trends and changing norms, values, and expectations. Emphasis is on a critical examination of recent changes in the economy and political structure of U.S. society and on the assessment of the efforts by social movements to direct social change. *Prerequisite:* Sociology 306 or consent of instructor for non-majors. Please note that a student may not receive credit for both this course and Sociology 210.

Ms. Gill

313 Political Sociology Analysis of the role of power in social and political institutions. This course examines the bases, distribution, and exercise of power in organizations, communities, and nations as well as organized attempts to change existing power relationships using a variety of theoretical perspectives, including Marxism, Weberian theory, elitism and pluralism, resource mobilization, and new social movements theory. *Prerequisite:* Sociology 306 or consent of instructor for non-majors. Please note that a student may not receive credit for both this course and Sociology 213.

Ms. Heisler

400 Seminar Intensive culminating experience for sociology-track majors. Under the direction of a member of the department faculty, students will work to integrate their major and their understanding of the sociological perspective.

Prerequisite: Sociology 101 and Sociology 304 or 306 or consent of instructor for non-majors.

Staff

450s, 470s Individualized Study Independent study in fields of special interest, including internships, outside the scope of regular course offerings. The consent of the department is required.

Staff

460 Research Course Individual investigation of a research topic in sociology in the student's special area of interest under the guidance of a faculty member. The topic must be approved by the department. The project culminates in written and oral presentations of a formal paper to the departmental faculty. This is required for departmental honors and is open to juniors and seniors only. Students must submit a proposal to the department a minimum of two weeks before the end of the semester preceding the proposed study.

Staff

Spanish

Professors Thompson and Burgess (*Chairperson*)
Associate Professors Olinger, Viñuela, and Yager
Assistant Professors Cushing, Nanfuto, and Rolón
Instructors González, Roela, and Rosa
Adjunct Instructors Darhower, Elorriaga, Hubbard,
and Moore
Teaching Assistant Valdés

Overview

The ability to speak and understand a language other than one's own, and to have insight into the artistic and cultural heritage of other peoples of the world, is considered an integral part of a liberal arts education. The department, through a strong core of basic courses, gives students facility in the use of spoken and written Spanish and some knowledge of its literature and cultural history. The oral-aural method of modern language teaching is stressed in the classroom. Laboratory facilities in the Library Learning Center and other audio-visual equipment complement classroom instruction. Regular laboratory work will be required of some students and advised for others.

Advanced-level courses in literature and civilization

are designed to give students an understanding and appreciation of the literature and cultures of the Hispanic peoples. Students are encouraged to study in a Spanish-speaking country, and opportunities are offered through study abroad programs with approved colleges and through cooperative agreements with the Center for Cross-Cultural Study, Seville, Spain, and the Foreign Student Study Center at the University of Guadalajara in Guadalajara, Mexico.

Courses in the department provide sound preparation for graduate study, teaching, or careers in government, business, or social work. The department works cooperatively with the education department in the preparation of Spanish teachers. Since the largest minority group in the United States is Spanish speaking, the department feels that a knowledge of Spanish and an understanding of the Hispanic cultures is of increasing importance.

Requirements and Recommendations

Requirements for a major in Spanish include ten courses above the 300 level. Course requirements are Spanish 301 and 302 (except for students who demonstrate an exceptional command of the Spanish language and petition the department to be exempted from this requirement), Spanish 304, three other 300 level literature courses, Spanish 400, and one civilization course. Other courses for the major are elective. Spanish majors must spend one semester studying abroad in a program approved by the department. (Students with extensive previous experience living or studying abroad may petition the department to be exempted from this requirement.)

Requirements for a minor in Spanish include six courses above the 202 level, and must include Spanish 301-302 (except for students who demonstrate an exceptional command of the Spanish language and petition the department to be exempted from this requirement), and no more than one course from 205 and 245. Students may include Spanish 202 for the minor if they have begun language study at the elementary or intermediate-level at Gettysburg College.

Distribution Requirements

Prior to their first registration at the College, all students receive pre-registration materials which give detailed instructions on language placement and fulfillment of the distribution requirement in foreign languages. The following courses may be counted

toward the distribution requirement in literature: Spanish 205, 304, 308, 313, 314, 315, 319, 320, 324, 325, 326, 400. Spanish 310 and 311 fulfill the distribution requirement in history/philosophy.

The distribution requirement in foreign languages may be fulfilled by successful completion of Spanish 202, 205, 245, or a course at the 300 level or above. Achievement equivalent to 202 may be demonstrated by an advanced placement examination or a departmental placement examination given during orientation before the initial week of fall semester.

Intermediate Program Abroad

Students may complete the distribution requirement in foreign languages (third and/or fourth semesters) by studying for a semester in Seville, Spain, or in Cuernavaca, Mexico (in alternate years; fall 1995 in Mexico, fall 1996 in Spain). The intermediate program includes a two-credit course in Spanish language at the appropriate level and a two-credit course that integrates the study of Spanish or Mexican literature and civilization. This course satisfies the distribution requirement in literature. A professor from the department leads students on an initial orientation tour of Spain or Mexico and teaches the literature/civilization class. Students live with families. See listings for Spanish 251-252 and 253-254.

Study Abroad

Advanced students who have completed Spanish 301 may study at the Center for Cross-Cultural Study in Seville, Spain, at the Instituto Universitario de Sevilla in Seville, Spain, or at the Foreign Student Study Center at the University of Guadalajara in Guadalajara, Mexico, all three of which offer a wide variety of courses in Spanish, including literature, history, sociology, political science, management, and more. See *Study Abroad, Center for Cross-Cultural Study, Seville, Spain, page 45, Study Abroad, Instituto Universitario de Sevilla, and Study Abroad, Foreign Student Study Center, University of Guadalajara, Guadalajara, Mexico, page 44.*

Language and Service Practicum in the Hispanic Community

Students have the opportunity for a cross-cultural learning experience while serving the local Hispanic community. Student projects may include tutoring, translating, and helping families adjust to Anglo culture. *Prerequisite:* Spanish 301. Grading option: S/U. Receives half course credit. Can be repeated once for credit.

101-102 Elementary Spanish Elements of understanding, speaking, reading, and writing Spanish. Use of language laboratory is required. Enrollment limited to those who have never previously studied Spanish. Students cannot receive credit for both 101 and 103; 102 and 104.

Staff

103-104 Fundamental Spanish Fundamentals of understanding, speaking, reading, and writing Spanish. Use of language laboratory is required. Enrollment is limited to those who have previously studied Spanish and who are enrolled according to achievement on the Departmental Qualifying Examination. Students cannot receive credit for both 101 and 103; 102 and 104.

Staff

201-202 Intermediate Spanish Practice in oral and written expression, grammar review, readings, and discussions of writing in Spanish as contact with Hispanic culture. *Prerequisite:* Spanish 102 or 104 or consent of the department.

Staff

205 Readings in Spanish and Spanish American Literature Conducted in Spanish with the dual objective of comprehension of material and reading of Spanish and Latin American literature of cultural and literary merit. *Prerequisite:* Spanish 202 or consent of the department. This course counts toward the minor but does not count toward the major. Students whose native language is Spanish may not elect this course.

Staff

245 Spanish Conversation Conversation course beyond the intermediate level with emphasis on everyday, applied usage of the language for nonliterary purposes. *Prerequisite:* Spanish 202 or consent of the department. Enrollment limited to twelve students. This course counts toward the minor but does not count toward the major. To be offered annually. Students whose native language is Spanish may not elect this course.

Staff

251-252 Courses in Spanish Language for Intermediate-Level Students in Seville, Spain or Cuernavaca, Mexico Practice in oral and written expression, grammar review, readings, and discussions of Hispanic culture, with a particular emphasis on present-day language usage and contemporary Hispanic society. Offered annually in the fall, alternating between Mexico (1995) and

Spain (1996). For intermediate students studying in Cuernavaca, Mexico or in Seville, Spain. *Prerequisite:* Spanish 104 or equivalent; concurrent enrollment in Spanish 253-254. Fulfills language requirement. One credit each.

Staff

253-254 Courses in Spanish Civilization and Literature for Intermediate-Level Students in Seville, Spain An integrated approach to the study of Hispanic literature and civilization. The courses provide an overview of the evolution of Hispanic culture. The courses examine the origins of the most representative values of Hispanic culture in art, literature, and contemporary life. Students will visit museums and historical sites, and will attend artistic events. Offered annually in the fall, alternating between Mexico (1995) and Spain (1996). For intermediate students studying in Cuernavaca, Mexico or in Seville, Spain. *Prerequisite:* Spanish 104 or equivalent; concurrent enrollment in Spanish 251-252. Fulfills literature requirement. One credit each.

Staff

301, 302 Spanish Composition and Conversation Exercises in directed and free composition; group discussion and presentation of individual oral work; review of grammar and syntax at an advanced level. *Prerequisite:* Spanish 202 or consent of the department.

Staff

303 Spanish Phonology Introduction to Spanish phonetic and phonemic theory and analysis, applied to improve pronunciation skills. Study of variation in pronunciation in Spain and Latin America. Three lecture hours and one laboratory. *Prerequisite:* Spanish 302 or approval of the department. Offered 1995-96.

Staff

304 Introduction to Literary Analysis Introduction to basic critical approaches to the reading of prose fiction, poetry, and drama. Through the careful study of works in each genre, students will acquire a knowledge of analytical skills and critical terminology in Spanish. Offered annually. *Prerequisite:* Two Spanish courses beyond Spanish 202 or consent of the department.

Staff

308 Literature of the Golden Age Masterpieces of different genres of the late-sixteenth through the seventeenth centuries. Emphasis will be placed on

major writers of theater, short prose fiction, essay, and poetry. *Prerequisite:* Spanish 304 or consent of the department. Offered 1996-97.

Staff

309 Current Events in the Hispanic World An advanced composition and conversation course based on current events in the Hispanic world. Students will read articles from a variety of Hispanic periodicals and will view Spanish language news programs in preparation for class discussion. This course can either substitute for Spanish 302 in the requirements for the major and minor in Spanish, or it can be taken in addition to Spanish 302. The aim of the course is both to strengthen students' conversation and composition skills and to keep students abreast of current affairs in the Spanish-speaking world. *Prerequisite:* Spanish 202 or consent of the department. Offered annually.

Staff

310 Spanish Civilization Study of the history and culture of Spain from the earliest times to the present. Fulfills the distribution requirement in history/philosophy. *Prerequisite:* Spanish 202 or consent of the department. Offered annually.

Staff

311 Latin American Civilization Study of the history and culture of Latin America from pre-Columbian times to the present. This course fulfills distribution requirement in history/philosophy. *Prerequisite:* Spanish 202 or consent of the department. Offered annually.

Staff

313 Hispanic Theater A study of the drama of both Spain and Spanish America through the ages. The focus of the course will vary from semester to semester, based on such aspects as literary period, common theme, historical development, and dramatic theory. *Prerequisite:* Spanish 304 or consent of the department. Offered 1995-96.

Staff

314 Cervantes A study of the masterpiece, *Don Quijote de la Mancha*, as well as some *Novelas ejemplares* and *entremeses* or one-act plays. *Prerequisite:* Spanish 304 or consent of the department. Offered 1995-96.

Staff

315 An Introduction to Hispanic Cinema A study of Hispanic cinema from its inception in 1896 through the present, with major emphasis on films made since the advent of revisionary cinema around 1960. The course will focus on the development and

renovation of cinematography, will explore the relationship between cinema and other forms of artistic expression, and will examine the development of Hispanic cinema in the context of the historical circumstances of the Hispanic countries which have been most active in making films. *Prerequisite:* Spanish 304 or consent of the department. Offered 1995-96.

Staff

319 Nineteenth-Century Literature in Spain and Latin America Studies in the essay, the novel, the short story, the drama, and poetry according to the essential literary movements (romanticism, costumbrismo, realism, naturalism, modernism) of the nineteenth century in Spain and Latin America. *Prerequisite:* Spanish 304 or consent of the department. Offered 1996-97.

Staff

320 Lyric Poetry A study of Spanish lyric poetry through the ages. The course will concentrate on the interrelationship of form, content, and idea, noting major influences upon the poetry of each period. Appreciation is considered a major goal of this course and much poetry will be read orally and discussed. Alternate years. *Prerequisite:* Spanish 304 or consent of the department. Offered 1996-97.

Staff

324 Latin American Contemporary Prose Emphasizes the novel of the "boom" in Latin America. Major writers such as Gabriel Garcia-Marquez, Carlos Fuentes, Julio Cortazar, Elena Poniatowska, Juan Rulfo, and Jorge Luis Borges will be read. *Prerequisite:* Spanish 304 or consent of the department. Offered 1996-97.

Staff

325 Generation of '98 and Pre-Civil War Literature Studies in the essay, poetry, prose fiction, and drama of the major writers of the late-nineteenth and early-twentieth centuries in Spain. *Prerequisite:* Spanish 304 or consent of the department. Offered 1995-96.

Staff

326 Post-Civil War Literature of Spain A study of the major literary trends and works in Spain, beginning with the resurgence of Spanish literature in the 1940's and continuing to the present day. *Prerequisite:* Spanish 304 or consent of the department. Offered 1996-97.

Staff

351 Introduction to Spanish Linguistics

Introduction to linguistic theories, methods, and problems as applied to Spanish. Some attention will be given to typical areas of investigation, such as Spanish dialectology, sociolinguistics, and bilingualism. *Prerequisite:* Spanish 302 or approval of the department. Offered 1996-97.

Staff

400 Senior Seminar Directed and specialized studies in Spanish and Latin American literatures from the medieval period to the present. This course is to be taken by seniors during the final semester in order to complete their undergraduate work in Hispanic literatures. *Prerequisite:* Limited to seniors except with permission of the department. Offered in the spring of every year.

Staff

Portuguese

101-102 Elementary Portuguese Elements of understanding, speaking, reading, and writing Portuguese. Course includes oral and written work, graded elementary reading, and use of audio-visual cultural materials and correlative drill in the language laboratory.

Staff

201-202 Intermediate Portuguese Practice in oral and written expression, grammar review, readings, and discussions of Portuguese writing as contact with the culture of countries where Portuguese is spoken. *Prerequisite:* Portuguese 102 or its equivalent.

Staff

Women's Studies

Women's Studies Program Advisory Council
Professors Armster, Berg, Cain, Clay, Fiedler, Gill, Ginge, Hardt, Hofman, O'Callaghan, Potuchek (*Coordinator*), Powers, Small, and Richardson Viti, Associate Provost Flogé, Ms. Barnett, Ms. Becker, Ms. Carey, Ms. Esterhai, Ms. King, Ms. Kon, Ms. McGrath, Ms. Morgan, Ms. Moyer, Ms. Pettersen, Ms. Rich, Ms. Schibilia, Ms. Schlosser, Ms. Siebert, Ms. Sprague

Overview

The objective of women's studies is to encourage students to analyze the roles, perspectives, and contributions of women. Through the examination of women's past history, present condition, and future possibilities, students come to understand gender as a cultural experience. In women's studies courses, students learn a number of methods for

examining, as well as strategies for modifying, the conditions that affect all of our lives.

Women's studies emphasizes cross-cultural perspectives and analysis. Through an array of interdisciplinary courses and of courses that focus on gender within particular disciplines, women's studies seeks to integrate women and feminist scholarship into all levels of the curriculum.

Women's studies is interdisciplinary and therefore draws on courses in other disciplines. In order to help students design their majors and minors, we have developed the following categories: a core course centers on women and women's studies scholarship and has a WS designation only; a cross-listed course centers on women and women's studies scholarship and has a departmental designation; an affiliated course has a significant amount of women's studies content and is located in a department other than Women's Studies. Prospective majors and minors in women's studies are encouraged to discuss their plans with a Women's Studies faculty member as soon as possible in their academic careers. Women's studies students are strongly advised to take Women's Studies 120 in the first or second year of study and Women's Studies 400 in the senior year.

Requirements and Recommendations

The Major in Women's Studies

Ten courses are required for the major in women's studies. All majors in women's studies are required to take the following courses:

- WS 120: Introduction to Women's Studies
- WS 300: Feminist Theories
- WS 320: Practicum in Feminist Theory and Collective Action
- WS 400: Issues in Feminist Theory and Methods

In addition, students must take at least one core or cross-listed course above the 100 level which focuses on work by and about women of color or third world women. Of the remaining five courses, at least one must be a core or cross-listed course in the social sciences and at least one must be a core or cross-listed course in the arts or humanities. No more than two affiliated courses may be counted toward the requirements for the major.

Students choosing a major in women's studies must combine it with a minor (or a second major) in an arts, humanities, science, or social science discipline.

The Minor in Women's Studies

Six courses are required for the minor in women's studies. Minors are required to take Women's Studies 120 and Women's Studies 400. Two additional courses must be from the list of core or cross-listed courses. The remaining two courses may be drawn from any of the following: (1) core courses, (2) cross-listed courses, (3) affiliated courses, and (4) approved courses of individualized study in women's studies.

Core Courses

120 Introduction to Women's Studies A study of the perspectives, methodologies, and findings of the new scholarship in various disciplines on women. We will look at how women have influenced and been affected by such issues as family, language, creativity, and labor. The course is taught by an interdisciplinary team of instructors.

Staff

217 Famous French Femmes Fatales Today women are attempting to demystify the feminine condition, for, as the late Simone de Beauvoir observed, the "mythe de la femme" is a male invention. Literary images of women have, understandably, been a major focus of this investigation. Thus, this course will examine some famous French women, from the Princess of Cleves to Emma Bovary, and scrutinize them from the perspective of feminist criticism. Fulfills literature requirement.

Ms. Richardson Viti

219 Contemporary Women Writers: Cross-Cultural Perspectives An examination of the novels and short stories of authors from diverse socio-cultural backgrounds, with emphasis on the Third World. Particular attention will be given to the ways in which these writers represent the female experience. The class will examine works written from 1965 to the present. Fulfills literature requirement. Fulfills non-western requirement.

Ms. Powers

300 Feminist Theories An exploration of various feminist theories about women — about their experiences, their representations, and their relative positions in diverse societies. Contemporary and earlier works will be discussed in order to evaluate and synthesize the multiple approaches to feminist theories. *Prerequisite:* Women's Studies 120.

Staff

320 Practicum in Feminist Theory and Collective Action

An examination of the relationship between feminist theory and community action. The course combines weekly seminar meetings with student internships in organizations that use collective action to pursue change in societal conditions for women. Readings from feminist theory of organizations, collective action, and social policy are used as a basis for discussion and analysis of students' internship experiences. *Prerequisites:* Women's Studies 120 and one other core or cross-listed women's studies course (or permission of the instructor).

Staff

351 Women and Nazism An examination of the effects of Nazism on women, primarily (but not exclusively) in Germany beginning in the 1920s and extending to post-war times. The course focuses on women's perspectives as exhibited in historical and literary documentation. Fulfills literature requirement.

Ms. Armster

400 Issues in Feminist Theory and Methods The capstone course in women's studies. This course focuses on the variety of theories and methods in women's studies scholarship by examining a particular issue from a number of different feminist perspectives. Topic for 1994-95: OLD WORLDS/NEW WORLDS: THE IMMIGRANT EXPERIENCES OF WOMEN IN AMERICA.

Prerequisites: Women's Studies 120 and two other women's studies courses.

*Staff***Cross-Listed Courses**

(See appropriate departmental listings for descriptions of the following courses.)

Anthropology 228 Gender Roles in Cross-Cultural Perspective

Art 400 Seminar in Art History: Women in Art

Economics 302 Gender Issues in Economics

English 216/Women's Studies 216 Images of Women in Literature

English 334 Nineteenth-Century British Women Writers

English 349 Contemporary African American Women Writers

History 209 Women's History Since 1500

History 308 Women, Power, and Politics in Early

Modern Europe

IDS 215 Contemporary French Women Writers

Political Science 382 Feminist Theory in American Politics

Sociology 217 Gender Roles and Inequality

Affiliated Courses

Art 227 Arts of the First Nations of North America: East and Plains

Art 228 Arts of the First Nations of North America: North and West

Classics 121 Survey of Greek Civilization

Classics 264 Ancient Tragedy

Classics 266 Ancient Comedy

English 333 Victorian Aesthetics

English 343 American Realism and Naturalism

Music 108 Women and Music

Political Science 366 New Politics and Social Movements

Political Science 406 Politics of Poverty

Religion 113 Women in the Ancient World

Religion 124 Elizabeth to Irene: Women in Christianity I

Religion 125 Theodora to Margery: Women in Christianity II

Sociology 206 Sociology of the Family

Spanish 320 Lyric Poetry



GETTYSBURG

College
Life

College Life

The College recognizes that students develop intellectually, emotionally, physically, socially, and spiritually. The Office of the Dean of the College, an administrative division within the College, has as its central purpose the provision of an environment, programs, and services which enhance the students' liberal education. Under the direction of the dean, the Office of the Dean of the College, College Union, Residence Life, Intercultural Resource Center, Dean of First year Students, Academic Advising, The Women's Center, Greek Organizations, Counseling Services, Career Services, Health Services, the Center for Public Service and the Chapel Programs compose the division.

Office of The Dean of the College

The Office of the Dean of the College strives to help students see that the events in their lives out of the classroom directly influence their in-class experiences and achievements. This is accomplished by providing a variety of programs and services. The college life staff assists students in the following:

Information. Students require information about many opportunities available to them. The Office of the Dean of the College answers student questions about the College, or, when appropriate, will refer students to the proper source for information.

Advisement. Members of the staff work with various student organizations, providing them with guidance and training in leadership skills.

Living Accommodations. The many opportunities for on-campus living are administered through the Office of the Dean of the College. An undergraduate residence life staff is directly supervised by two professional, live-in Assistant Directors of Residence Life. The overall area of Residence Life reports to the Associate Dean of the College.

Change. Any healthy educational institution must continually undergo change. Students often provide the invaluable input which leads to change in policies, programs, and services. By working cooperatively with administrators, students have successfully initiated changes in residential options, dining options, informal educational programs, facilities, and numerous rules and regulations.

Publications. On an annual basis, the Dean of the College staff works with students in publishing the *Student Handbook*. The College Union Staff advises the publication of the yearbook, the *Spectrum*.

Research. In order to improve its services and programs, the Office of the Dean of the College often collects data on student needs, attitudes, and evaluations. Recently, research has been conducted on living accommodations, recreation and programming options, room reservation procedures, and alcohol use.

Discipline. The Dean of the College is responsible for the non-academic discipline of students. Staff members work with the faculty and student members of the Student Conduct Review Board to uphold the regulations of the College and to protect the rights of the individual.

Residential Life

Residential life at Gettysburg College has a major influence on the total development of the student. The residential environment (persons, policies, and facilities) promotes the formation of a community and encourages a style of life that is conducive to the development of respect for the individual and the society in which one lives. During a student's experience at Gettysburg College, decisions are made concerning personal values, occupational choices, one's identity, personal responsibility, and a philosophy of life. The residential program attempts to provide opportunities for examining these areas of concern.

Recognizing the influence of the environment on development, Gettysburg College requires all students (unless married or residing with their families) to live on campus. Exemptions from this requirement are granted only by the associate dean of the college.

Assistant directors of residence life are professional, live-in staff members who directly select and supervise the student staff of resident coordinators and resident advisers. The student staff participates in an ongoing training program which enables them to help other students adjust to the college environment. The residence hall staff provides a variety of educational and social programs that enhance the educational and social development of all residence hall students. Hall governments exist to provide residents with the opportunity to work with members of the faculty and administration in setting regulations which apply to

all College residences and establish an environment which supports student needs.

Gettysburg College offers a variety of options in living environments. The students may choose to live in one of eleven residence halls varying in occupancy from 35 students to 219 students. There are coeducational and single sex hall options. Each of the residence halls has a different visitation policy. The visitation policies are as follows:

Option A—Open Visitation from 10 AM - 12 midnight, Sunday through Thursday.
10 AM - 2 AM, Friday and Saturday

Option B—Open Visitation from 10 AM -12 midnight, Sunday through Thursday.
24 hours, Friday and Saturday

Option C—Open Visitation, 24 hours, Sunday through Saturday.

Another living opportunity exists in the area of Special Interest Housing. This option is for students who wish to live together in a group of 4 to 20 residents and work on a project of mutual interest throughout the academic year.

Also included as an optional living environment is the opportunity for sophomore, junior, and senior men to live in a fraternity house on or near the campus.

Most of the student rooms are double occupancy; however, a few single rooms are available and some rooms are large enough for three or four people. Each student is provided with a single bed and mattress, a dresser, and a desk and chair. Students provide their own pillows, bedding, spreads, study lamps, and window curtains. Card-operated washers and dryers are available on the campus for student use. Each student room in residence halls is equipped with a telephone and cable TV service. The use of refrigeration units is permitted in student rooms; those units may have a capacity of not more than three cubic feet. Microfridge combination microwave refrigerators are available for rent from Campus Vending Services. because of its particular energy efficiency, this is the only microwave permitted in the regular residence halls.

Greek Organizations

Greek organizations have a long and rich tradition at Gettysburg College. The first national organization was formed for men on campus in 1852. National sororities were first formed on campus in 1937. Currently, there are eleven social fraternities and five social sororities.

The fraternities, which have individual houses either on or near the campus, offer an alternative living option to their members. The sororities do not have houses but each has a chapter room in the Ice House Complex which serves as a meeting and socializing place for the group.

In addition to providing a social outlet for their members, Gettysburg's fraternities and sororities serve the campus and community with beautification campaigns, blood drives, Christmas parties for local children, and other philanthropic activities.

The goals of the Greek system are to instill in its individual members the qualities of good citizenship, scholarship, service, and respect for oneself and others. Any student interested in joining a Greek organization is required by the College to have a 2.0 GPA. Some Greek societies require a higher GPA

Dining Accommodations

The Gettysburg College Dining Service offers a variety of dining options for every student. Students can select from four plans: 20 meals per week, any 14 meals per week, any 10 meals per week, or any 7 meals per week. All first year students are required to enroll in the 20-meal plan for their first year at Gettysburg. All on-campus residents of non-apartment-style residence halls are required to enroll in at least the minimum dining plan each semester (any 7 meals per week). Cooking is not allowed in the residence hall rooms, so students are urged to select a plan which enables them to eat the majority of their meals in the dining hall. Dining hall hours of service are as follows: Breakfast, 7:15 AM-10:15 AM; Continental Breakfast, 10:15 AM-11:00 AM; Lunch, 11:15 AM-2:00 PM; Dinner, 4:30 PM-7:15 PM. The Bullet Hole (College snack bar) offers a cash equivalency program daily from 2:00 PM to 9:00 PM for students who prefer that alternative. (Hours subject to change.) Initiated members of fraternities living in non-apartment-style College residence halls must enroll in at least the minimum dining plan. Off-campus students can also purchase a meal plan to accommodate their schedule.

Student Conduct

Gettysburg College seeks to establish and maintain an environment which provides for the development of the young adult as a whole person with an emphasis on inquiry, integrity and mutual respect. The College's Statement of Purpose states that "Gettysburg College considers its purpose fulfilled if

its students grow as critically informed, humane, and creative individuals and continue to grow in these qualities after they have left Gettysburg”.

The College expects its students to conduct themselves in all places and at all times in such a manner as to show respect for order, morality, personal honor and the rights of others as demanded of good citizens. The Gettysburg College community fosters respect for the rights and dignity of all residents, including members of both majority and minority groups. Membership in the Gettysburg College community is a privilege which may be rescinded with cause.

Gettysburg College students are both citizens of the larger society and members of the College academic community. As citizens, they enjoy the same rights (such as freedom of speech, peaceful assembly, and right to petition) and obligations that other citizens enjoy. As students of the College and members of the academic community, they are entitled to the rights and subject to the obligations which membership in the community entails. However, they do not have the right to use campus facilities, or their status as students of the College, as a shield from civil laws and authorities.

Believing that it is sensible and proper for all students to be fully aware of their obligations and opportunities as Gettysburg College students, the College publishes a statement entitled “The Student Judicial System”. This document is the result of discussions and conclusions reached by the student-faculty-administrative committee. It deals with such questions as the academic, citizenship, and governance rights and responsibilities of students. It is published annually in the *Student Handbook*.

Before a student decides to apply for entrance into Gettysburg College, he or she should be aware of the rules governing student conduct. A complete copy of the rules and regulations may be obtained by writing to the associate dean of the college.

Academic Services and Information

The Office of Academic Advising, located on the second floor of the College Union, offers support in many areas of academic life. Working in conjunction with the individual student’s advisor, the associate deans assist students in making educational plans and solving academic problems. In addition, the first year student faculty advising program is coordinated by this office. Deans’ Lists, academic deficiencies,

withdrawals and readmissions, and petitions to the Academic Standing Committee are processed by this office. Peer tutoring and learning disabilities counseling is also available here.

The Provost of the College, whose office is in Pennsylvania Hall, handles matters pertaining to faculty and academic programs. An associate provost supplies information concerning affirmative action. The registrar and off-campus study office maintain information about study abroad opportunities.

Dean of First Year Students

Gettysburg College has a number of programs to assist its students to have a successful first year in college. Among these are the Summer Seminars held prior to the formal orientation program, the Orientation program before the beginning of the first year, the First Year Colloquy in Liberal Learning, the Wellness course taken by all first year students, the resident advisors in the first year residence halls, and the residence fellows program in selected first year residence halls. The Dean of First Year Students coordinates these various programs and offers general academic advice and other assistance to first year students. His office is on the second floor of the College Union.

Intercultural Advancement

The aim of the Office of Intercultural Advancement (located in the Intercultural Resource Center) is to promote cultural diversity and crosscultural understanding on campus. The department’s goal is to stress academic excellence among African American students, African students, and other groups, and to provide culturally-diverse programs and workshops. The Intercultural Resource Center contains materials for genealogical research for all ethnic groups from the southern U.S., with an emphasis on African American families.

The Dean of Intercultural Advancement coordinates all programming, functions, and administrative duties within the department, while the Assistant Dean provides academic advising to students and serves on the Academic Standing Committee.

The Center provides math tutoring to African American, African, and IRC-affiliated students. Besides achieving academic excellence, students are encouraged to participate and take leadership roles in campus activities and clubs.

The Office also encourages students to establish links with the Gettysburg community. The Center established MYEI (Minority Youth Education Institute), which enables Black and Latino school children in grades 7-12 to interact with College students and to learn about their heritage.

All members of the campus community are encouraged to participate in culturally-diverse activities sponsored or co-sponsored by the office with other academic departments and the Black Student Union.

The Office of Intercultural Advancement also assists the Office of Admissions with recruitment of students of color.

In addition, the Office of Intercultural Advancement offers workshops on race relations, cross cultural communications and racism.

College Union

The College Union is the center of student activities and an informal laboratory for experimental learning. Through a myriad of services and activities, the Office of Student Activities Council located in the College Union offers many opportunities for students to become involved in planning and participating in campus activities. Assistance with the development of interpersonal and leadership skills, as well as working with faculty members, administrators, and students to initiate a well-balanced program of cultural, educational, recreational, and social activities are the priority of the Student Activities staff. Among the many services provided by the professional and student staff are information about the campus and community activities, ticket sales, travel information, lost and found, and newspaper subscription services.

Hours of Operation

College Union

Monday through Friday	8 AM to midnight
Saturday	9 AM to midnight
Sunday	noon to midnight

Games Area

Monday through Friday	11 AM to 11 PM
Saturday, Sunday	noon to 11 PM

Located in the College Union are meeting rooms; campus scheduling; recreational facilities, including a pool; the College Store; showcases; a 1,000-seat ballroom; and the Bullet Hole (snackbar). The Plank Student Activities Center is an informal gathering place for students to meet with their student

organizations, relax, study, and listen to music. Pinball machines, a large screen TV, billiards, and electronic games are located here.

A campus nightclub, The Dive, is located in the College Union. It features a state-of-the-art sound system, food service, wide screen television, a video system, and a dance floor. The layout of the club allows for flexible floor space to accommodate a variety of special activities.

Student Activities and Organizations

The Plank Student Activities Center serves as the primary resource and advisory center for student activities programs and student organizations. It is establishing itself as the resource center for all student organizations, where many of these organizations have offices (i.e., Student Senate, Student Activities Council, Black Student Union, Panhellenic and Interfraternity Council, Hillel, Honor Commission, *Gettysburgian*, *Spectrum*, and WZBT Radio). The games area, student lounges, and meeting spaces are also available.

Student Activities Council

The student Activities Council (SAC), a student-run programming board, provides the leadership for organizing meaningful and enjoyable cultural, educational, recreational, and social activities which complement the curriculum at Gettysburg College. The SAC also has a primary role in the programming for special weekends such as Welcome Week, Homecoming, and Fall Family Weekend. All such events are supported by student-controlled funds. The SAC is composed of the following committees: entertainment, concert, festivals, special events, multicultural, Dive Cafe, Dive Movies, and Greek. Representatives from other student organizations provide suggestions and help implement a diverse programming schedule. Membership is open to all interested students.

Leadership Development Program

The leadership development program provides student leaders with two retreats each year, held at the beginning of fall and spring semesters, as well as monthly workshops. Topics have ranged from time and stress management to empowerment and vision setting. Each year, the leadership development program establishes a theme. Students have the chance, in retreats and workshops, to share ideas with each other and to experientially practice the topics discussed. Resources are available in the College Union and student activities offices for student leaders to utilize. The overall goal of the

leadership development program is to provide a common basis for student leaders to discuss common issues and to help prepare them to develop a more active role on campus and in the community.

Student Government

Students participate in College governance by serving on various College, class, and faculty committees; as well as in the Student Senate, residence hall associations, and Greek organizations.

Student Senate

The Gettysburg College Student Senate works in cooperation with the trustees, administration, and faculty to bring to the campus community a well-organized, democratic form of student government. It represents the student view in formulating policies while working to promote cooperation among all constituencies of the College.

The Student Senate is composed of four executive officers, twenty class senators, and many dedicated committee members. Under the recently passed *Constitution*, the four standing committees of the Senate are Academic Policy, Budget Management, Public Relations, and Student Concerns. Students can also serve on various faculty and trustee committees.

The Senate ensures student representation as Gettysburg College strives to maintain its heritage of excellence as one of the finest liberal arts institutions in the United States.

Student Life Council

The Student Life Council is an organization composed of members of the student body, faculty, and College administration. This Council has responsibility for studying matters and developing policies pertaining to student life and student conduct. Business may be brought to the Council or legislation proposed by any member of the College community. Major issues are debated in Student Senate and in faculty meetings before resolution by the Council. The Council makes recommendations to the President, who accepts, rejects, or refers them to the Board of Trustees prior to implementation.

Inter-Residence Hall Association

Since life outside the classroom is a vital part of a student's education, the Inter-Residence Association has been established to address related issues and concerns of Gettysburg College students. The Inter-

Residence Association encourages leadership development, greater student involvement, recognition of student leaders, and growth through change in order to optimize the college environment. We also recognize the importance of a good working relationship between students and administrators, emphasizing the need for communication, understanding, and achievement of mutual goals.

The Honor Commission

The Honor Commission is a student organization which is authorized by the constitution of the Honor Code. The Commission is composed of ten students, aided by four case investigators, six faculty advisers, and an adviser from the College administration. Its function is to promote and enforce the Honor Code at Gettysburg College, to secure the cooperation of students and faculty to these ends, and to adjudicate allegations of Honor Code violations.

Interfraternity Council

An important part of the responsibility for governing fraternities at Gettysburg College is assumed by the Interfraternity Council (IFC), an organization composed of an executive board, the President, and a representative from each social fraternity. This Council formulates and administers general regulatory policies by which fraternities must abide. It serves as the representative of the social fraternal groups to the student body, the College, and the community of Gettysburg. During the school year the IFC sponsors a variety of campus social and community service activities.

Panhellenic Council

Important responsibility for governing the sorority system at Gettysburg College is assumed by the Panhellenic Council, to which each sorority elects two student representatives. This Council establishes and enforces the Panhellenic "rush" regulations and functions as a governing body in matters involving sororities and intersorority relations.

Programming and Student Activities

In addition to the programs sponsored by the Office of Student Activities and the Student Activities Council, the College offers many other major activities which are sponsored by campus groups. Among these are the Performing Arts Committee and Convocation Committee, as well as various dramatic and musical organizations.

The Lecture Program, sponsored by a faculty lecture and performing arts committee, brings well-known scholars and outstanding figures in public life to campus each year. In this way, the College extends the student's view beyond the confines of the College community. In addition to the general lecture series, the following special lectures are given regularly.

The Robert Fortenbaugh Memorial Lectures: An endowment provided by Clyde E. (Class of 1913) and Sara A. Gerberich supports a series of lectures and other programs in the Department of History. Each year an authority on the Civil War period has lectured on a topic related to those years. These public lectures are presented in November to coincide with the anniversary of Abraham Lincoln's Gettysburg Address.

Musselman Visiting Scientist: A fund provided by the Musselman Foundation in honor of Dr. John B. Zinn, former chair of the chemistry department, supports an annual three-day visit by a renowned scientist to the chemistry department.

Stuckenberg Lecture: A bequest from Mary G. Stuckenberg in memory of her husband, the Rev. J. H. W. Stuckenberg, enables the College to sponsor a lecture in the area of social ethics.

Bell Lecture: A fund from the estate of the Rev. Peter G. Bell (Class of 1860) was given to the College to establish a lectureship on the claims of the gospel ministry on college men. The main object of this fund is "to keep before the students of the College the demand for men of the Christian ministry and the condition of the age qualifying that demand."

Norman E. Richardson Memorial Lectureship Fund: A fund established to commemorate the outstanding contributions made to the College by Norman E. Richardson, Professor of Philosophy, from 1945 to 1979, supports each year an event that stimulates reflection on inter-disciplinary studies, world civilization, the philosophy of religion, values, and culture.

The Henry M. Scharf Lecture on Current Affairs: A fund provided by Dr. F. William Sunderman (Class of 1919) in memory of Henry M. Scharf alumnus and member of the College's Board of Trustees from 1969 to 1975, is used to bring a recognized authority or scholar to the campus each year to speak on a subject of timely interest.

The College encourages students to experience and to participate in various **performing arts** and provides an opportunity for those with special talent to develop and share that talent.

Performing Arts Committee: Each year recognized professional groups and individuals present to the campus performances of dance and drama, as well as vocal and instrumental music.

The Gettysburg College Choir: It appears at special services and concerts on campus. Each year it makes a concert tour, presenting concerts in churches and schools. Choir members are selected on the basis of ability, interest, and choral balance.

Chapel Choir: During the year it performs at chapel services, special services, and concerts. Members are selected on the basis of ability and willingness to meet the rehearsal and service requirements.

Band: The "Bullet" Marching Band begins its season with a band camp in preparation for performances at football games, festivals, and parades. At the conclusion of the marching band season, the College Symphonic Band begins its rehearsals. In addition to home concerts, there is an annual tour through Pennsylvania and neighboring states.

The offering of small ensembles remains a vital segment of the overall instrumental program. Clarinet choir, brass ensemble, jazz ensemble and others are open for membership to band members and meet on a weekly basis.

Gettysburg College/Community Chamber Orchestra: The orchestra performs concerts throughout the academic year. Membership is open to all students who have the necessary proficiency. Auditions are held at the beginning of each school year.

The Sunderman Chamber Music Concerts: The Sunderman Chamber Music Foundation, established by Dr. F. William Sunderman (Class of 1919) to "stimulate and further the interest of chamber music at Gettysburg College," each year sponsors important campus performances by distinguished and internationally-recognized chamber music groups.

The Owl and Nightingale Players: Each year this distinguished group of performers stage three major productions under the leadership of the College's theatre faculty. The program is a varied one: each

four-year cycle usually includes plays by Shakespeare, Shaw, Moliere, and O'Neill, as well as Broadway musicals and works by contemporary dramatists. All productions are offered in the handsome 245-seat Kline Theatre which features a thrust stage and is located in Brua Hall.

Laboratory Theatre: Lab Theatre produces a dozen one-act plays each year, many of which are new and some of which are the work of campus playwrights. All works are given in the exciting Stevens Laboratory Theatre in Brua Hall, where the seating can be rearranged to provide staging in the round, thrust, profile, and frontal. In addition, senior theatre arts students utilize the theatre for staging thesis productions for their major.

Otherstage: In addition to sharing the facilities of the black box Stevens Theatre, this troupe performs its short plays at other areas both on campus and in the community. Their work encompasses lunchtime theatre, street theatre, and children's theatre.

In each of the theatre groups, students are afforded the opportunity of gaining experience in all areas of theatre, from acting and directing to scene design, lighting, and costuming.

Gettysburg Theatre Festival: Now in its twenty-second season of offering cultural stimulation as well as refreshing entertainment to both campus and community, the Gettysburg Theatre, with its company of professional performers, provides the focus for the Theatre Practicum. These are college credit courses: students herein enrolled serve in supporting roles and assist in the technical aspects of the Theatre's life. The company offers an interesting balance of modern classics, Broadway and off-Broadway hits, and avant garde works not generally performed in summer theatre. All works are performed in the air-conditioned Kline Theatre. In addition, the company operates a Theatre for Children, which offers a series of hour-long plays for young people on the lawn adjacent to Brua Hall.

Artist-in-Residence: During the year, the College invites professional performing artists to the campus for one-month residencies. Drawn from music, theatre, dance, and fine arts, the artists-in-residence work with interested and talented students in workshops as well as in rehearsals and, ultimately, in performance.

Campus Communications

Every community needs to keep its members in contact with each other and with the rest of the world. On the Gettysburg campus, student communication media not only inform the members of the community, but also afford students an opportunity to express their ideas effectively and to learn the practical necessities of producing newspapers, radio broadcasts, magazines, and yearbooks.

The Gettysburgian: The College newspaper is staffed completely by students who are responsible for editing, feature writing, news writing, layout, personnel management, subscription management, and circulation. This weekly newspaper carries news, feature articles, and editorials concerning activities on and off campus.

The Mercury: The poems, short stories, and illustrations published in *The Mercury* are contributed by students. The student editorial staff encourages creative writing within the campus community.

The Spectrum: A pictorial essay of life on campus is featured in the College yearbook. Staffed by students, the yearbook offers the opportunity for creativity in design, layout, photography, and writing. *The Spectrum* covers the full academic year, including commencement weekend. It is mailed to graduating seniors and offered to underclass students early in the fall semester.

WZBT: The College radio station (91.1 megacycles) has been the voice of the campus for many years. WZBT operates as a noncommercial, educational FM radio station over the public airwaves and under FCC regulations. The station is student staffed and broadcasts a variety of programs from its fully-equipped studios. WZBT is organized like a professional radio station and offers positions for announcers, disc jockeys, newscasters, engineers, and music librarians, as well as jobs in production, continuity, and advertising. A student executive committee supervises the daily operation of the station, and a Board of Overseers composed of students, faculty members, and administrators establishes general policy for the station.

Other Activities

Debate Society: The Debate Society is committed to developing reasoning and argumentative skills through intercollegiate debate as well as through the sponsoring of campus forums and discussions. Student members offer workshops in reasoning and argument, and volunteer their services as moderators, devil's advocates, and discussion leaders for various campus organizations.

Opportunities for students to pursue their special interests also exist through the long list of campus clubs and organizations. The list includes Amnesty, Art Society, Bicycling, Black Student Union, GCTV, GECO (Gettysburg Environmental Concerns Organization), Rugby Club, and International Club. Various other opportunities are available in departmental, service and professional clubs, and honorary societies.

Career Services

The Career Services Office at Gettysburg College helps Gettysburg students make informed career decisions, and then act effectively with regard to those decisions. Career Services also seeks to promote an active interest in Gettysburg College students among organizations and individuals beyond the campus community.

The process of developing a career during the college years is implemented through several activities, each essential to the ultimate success of the individual. These essential activities are **self-assessment, career exploration, experiencing career alternatives, and the actual implementation of the job or graduate school search**. Ideally, initial discovery and expansion of interests and skills occurs during the first year, when exposure to the many facets of college life begins. More focused self-assessment might begin as students contemplate the career implications of their choice of an academic major during the sophomore year. During the junior year and the summers immediately before and after, students may develop a more precise knowledge of and interest in a particular career field, perhaps through a summer job, internship, or volunteer experience. Plans for the actual job or graduate school search, which can take place throughout senior year, may begin to be made at this time.

The Career Services Office assists students with all of these career development phases. We help students assess their skills, interests, and values, match these to the career fields most appropriate to them, and then train students in how to conduct an effective

job or graduate school search. Since most individuals will change jobs and even careers a number of times during the course of their working lives, this kind of background and training will be useful in the future.

Individual career counseling for students is always available with our professionally-trained staff. A special First Step Session workshop, an interactive computer program (DISCOVER), and information on the career paths of various academic majors at Gettysburg are available to students beginning to conduct career self-assessment. Our Career Library is stocked with books, monographs, and directories which provide students with up-to-date information on possibilities within the world of work. A special resource at Gettysburg is the **Gettysburg Alumni Information Network (GAIN)**, a group of alumni who have volunteered to provide our students with career information, and who are readily accessible to our students. Career Coffee Hours, which bring alumni of various academic majors back to campus to talk with students, are hosted throughout the year. We also host a Graduate School Day during which students meet with representatives from a variety of professional and graduate programs, and a Social Change & Community Service Career Fair for students interested in careers in those areas.

To help students conducting a serious graduate school or job search, the Career Services Office offers workshops on "Resume Writing", "Effective Interviewing", "Summer Jobs", "The Art and Science of Job Hunting", and "Graduate School Search Techniques." We also have an active on-campus recruiting program, as well as three large off-campus job fairs.

Career Services also conducts a follow-up study of each graduating class to learn more about post-graduate experiences. Over the past several years, our career services students have pursued a wide range of post-college occupations, including accountant, teacher, management trainee, research technician, marketing representative, account executive, budget analyst, financial planner, congressional aide, personnel assistant, social worker, and assistant editor. Graduates also pursue advanced study in fields such as physical therapy, athletic training, law, medicine, religion, psychology, genetics, college administration, international affairs, and politics. Examples of organizations where graduates obtained employment were Arthur Andersen & Co., Federal Government, Deluxe Check Printers, March of Dimes, Sports Medicine Association, U.S. House of Representatives, Prudential, Merck & Co., TRW, and AETNA Life & Casualty. Examples of educational

institutions attended include Boston College, Tufts University, Georgetown University, Pennsylvania State University, Dickinson School of Law, Johns Hopkins University, and Rutgers University.

The process of getting a job, which is only one part of the whole career development process, takes intelligence and planning, and each individual student at Gettysburg must learn it at his or her own pace, and with individual questions in mind. We have the resources and professional expertise to help students, and encourage them to visit us at any point in their college careers.

Health Center

The Gettysburg College Health Center is dedicated to the delivery of personalized primary health care. The health center contains both health and counseling services in order to maintain both physical and emotional well-being. Illness care and health promotional activities are possible through the inclusion of a wellness model for health care.

Wellness can be defined as an ongoing process of personal involvement in life-style behavior that promote physical, emotional, intellectual, and spiritual well-being. Students are encouraged to take an active role in their health care by making appointments at the health center and becoming more-informed health care consumers.

The health center maintains a strict policy of confidentiality. Only with the patient's written consent can any health record or health-related information be shared outside of the health center. The contents of the health record are not incorporated into the official college record.

Gettysburg College has an HIV/AIDS policy which covers students, faculty, staff, and administration. The purpose of this policy is to support the confidential needs of the individuals with HIV/AIDS, as well as maintain the safety of the campus community. Copies of this policy, which is reviewed annually, are available in the *Student Handbook* and the personnel office.

Student Health Services

The Student Health Services component of the health center offers a variety of illness, wellness, and health educational services for students. The professional staff includes adult and family nurse practitioners, family physicians, registered nurses,

medical assistants and an administrative assistant. All of these individuals specialize in college health-related issues. The nurse practitioners are registered nurses with advanced education and certification in the assessment, diagnosis, and treatment of minor acute and stable chronic illness. Together, the health care providers offer the following health services:

- Assessment and treatment of minor acute illness
- Maintaining stable chronic illness (such as diabetes and asthma)
- Immunizations (Tetanus, TB tests)
- Allergy injections
- Women's health care
- Men's health care
- Contraceptive services
- Health education
- Weight management
- Stress management
- Exercise recommendations
- Well care physicals
- Nutrition guidance

A limited number of in-house laboratory evaluations can be performed (throat and urine cultures, mono and pregnancy tests) during a health visit. The cost of the visit to the health center for evaluation, some lab work, and some medications, is covered by tuition and fees. Any additional lab work, immunizations, x-rays, medications, ER visits, or physician referrals are the financial responsibility of the student. All students are strongly encouraged to have health insurance coverage. An accident insurance policy covers all students after their private insurance stops, but does not include x-rays or hospitalizations for non-accident-related illnesses.

Health history and physical examination forms are required for each new student prior to registration. All students must have the following immunizations: 1) tetanus immunization within 10 years; 2) tuberculin skin test within one year; 3) measles, mumps, and rubella (MMR) at 15 months and second booster (since 1980) before entering college and/or documented immune titre.

All patients are seen in the health center by appointment only. Walk-in services are for minor emergencies. For after-hours health care emergencies, students are encouraged to go directly to the Gettysburg Hospital Emergency Department, located six blocks from campus.

The importance of the provision of health education and wellness information to individual patients and

small groups cannot be overstated. Student groups are actively involved in the policy-making and outreach efforts of the health center to better integrate vital health information into the campus community.

Counseling Services

With the goal of promoting the emotional well-being of all members of the Gettysburg College Community, the counseling services staff located in the health center, offers a number of services and a wide variety of programs. These activities are concerned with helping students grow to become effective, self-directing adults. This goal is achieved through teaching students the skills necessary to deal with their personal problems and feelings so that they can benefit as much as possible from their educational experience.

Through individual counseling, the College's professional counselors work with students in a confidential relationship, teaching them how to approach their problems and how to resolve them. Some of the types of things students talk to counselors about are their morals and values, academic pressure, study habits, concerns about their sexuality, relationship issues, drug-related issues, problems with friends and roommates, their goals and plans, difficulties at home, feelings of depression and lack of motivation, and how to become the kind of person they want to be. While much counseling involves solving problems and changing, its focus is often simply helping a student to better understand himself or herself.

The College, through the counseling services, provides the campus community with a program of alcohol and drug education which includes prevention programming, help for problem users, group support for recovering persons and for adult children of alcoholics, and awareness presentations. Campus health education is also provided by CHEERS (College Healthy Environment Education for Responsible Students), which is made up of student peer educators. The drug education coordinator is available to the campus community to develop and maintain appropriate educational programs and to counsel with individuals.

Counseling services also offers a number of topic-oriented group experiences which teach skills that students can use to improve their experiences on campus and to assist them when they leave Gettysburg. Group experiences that are regularly offered are designed to teach assertiveness and communication skills, improve relaxation, enhance study habits, deal with eating disorders, build self-

esteem and cope with separation. Other group experiences are created based on campus need and interest. For students interested in self-help, an audio and video tape library is available in the counseling office. A wellness resource room, located in the west end of the health center, contains a wide variety of health care and life-style pamphlets, brochures and booklets which are available for student use.

When appropriate, the counseling services also functions as an information and consulting service working with students and others on a variety of campus programs and projects to promote a healthy environment. Members of the counseling staff teach, conduct research, and work closely with the faculty, administration, and parents on issues of student concern.

All counseling service activities are free, confidential, and available to Gettysburg College students. It is the desire of counseling staff members that their services complement the College academic program. It is also their hope that, for many students, the counseling service will be an integral part of their educational experience.

Religious Life and Chapel Programs

The Gettysburg College Chapel Program offers students opportunities to grow in the understanding and practice of their own religious traditions, to appreciate the religious traditions of others, and to better understand and integrate the relationship between faith, reason, and daily life. With attendance completely voluntary, the Chapel Program attracts students and faculty members of various religious backgrounds, provides spiritual nurturing, and assists in the exploration of religious disciplines.

Corporate worship is an important part of Chapel offerings. Students from a variety of traditions join together in worship at Christ Chapel each Sunday. Led by the College chaplain, the service often features noted speakers. The Chapel choir offers anthems and liturgical music, and students often assist in the worship. In addition to the College chaplains, a Roman Catholic priest and a Catholic laywoman are Catholic campus ministers available for students. Each Sunday evening mass is celebrated. A Quaker service is held in Glatfelter Lodge on Sunday mornings, and the Christian Science community gathers on a regular basis.

Moreover students are also welcomed in the various churches of the Gettysburg community, and local ministers participate in chapel worship throughout the year. Each week there is a Wednesday evening candlelight communion service in Christ Chapel, a Thursday evening candlelight mass, and a noontime Eucharist. A Rabbi is regularly on campus to advise Hillel, and serve as a counselor to students of the Jewish faith; he also teaches a course on Judaism in the religion department.

Student leadership and participation is a key focus of Chapel ministries. The Chapel programs are coordinated by the executive board of the Ministries at Christ Chapel (MACC), a voluntary group of students. MACC Committees include: advice on worship and music, which plans services; community service, which coordinates volunteers and promotes awareness of social justice concerns; fellowship, which coordinates retreats and social events; and public relations, which facilitates communication with the larger campus and civic communities. Pre-seminary students meet to support each other while exploring Church professions. Hillel, a common interest group for persons interested in Jewish culture, meets for social activities and a deeper appreciation of Judaism. The Catholic Campus Ministry meets weekly to plan programs of interest to Catholic students. The Inter-Varsity Christian Fellowship and Fellowship of Christian Athletes meet for fellowship and renewal. The Lutheran Student Movement is part of the national organization of Lutheran college students.

Center for Public Service

The Gettysburg Center for Public Service sponsors service-learning awareness trips involving students, faculty, and staff. Recent trips have included visits to New York City, Washington, D.C., New Mexico, Alabama, San Francisco, Nicaragua, Mexico, South Carolina, Jamaica and several Native American reservations in the Midwest and Arizona. Future projects will include trips to St. John and its sister islands and possibly Brazil. Some trips, 14 days in length, take place over the Semester Break in January while others occur during the Spring Break.

An active Community Services Program includes *Adopt a Grandparent*, *Pet-Facilitated Therapy* and *Outreach*, which involve students with the elderly and developmentally disabled; *Volunteers for Youth*, *CARE* and *Tutoring*, which encourage students to mentor the youth in the Gettysburg community both academically and recreationally; and *Habitat For*

Humanity. There are three service organizations on campus which promote service in the community: *Alpha Phi Omega*, *Rotaract* and *Circle K*. Additionally, the Center for Public Service works with over 35 local social-service agencies in Gettysburg to offer local volunteer opportunities to students both short-term and on-going throughout the semester.

Athletics

The College has an extensive program of intercollegiate and intramural athletics for men and women. It is possible for all students to participate in some supervised sport; for those with particular athletic skills and interests, a full array of varsity teams are available. Gettysburg College maintains membership in the National Collegiate Athletic Association, the Eastern Collegiate Athletic Conference, and the Centennial Conference, which includes Bryn Mawr College, Dickinson College, Franklin and Marshall College, Haverford College, Johns Hopkins University, Muhlenberg College, Swarthmore College, Ursinus College, Washington College, and Western Maryland College.

The intercollegiate program includes teams for men, teams for women, and one athletic team for which men and women are eligible. Gettysburg also has a varsity cheerleading squad which both men and women are eligible to participate in. The breakdown is as follows:

	Men	Women	Co-ed
Fall	Cross Country Football Soccer	Cross Country Field Hockey Soccer Volleyball	Cheerleading
Winter	Basketball Swimming Wrestling Indoor Track	Basketball Swimming Indoor Track	Cheerleading
Spring	Baseball Lacrosse Tennis Track and Field	Lacrosse Softball Tennis Track and Field	Golf

Campus Recreation

The Office of Campus Recreation is dedicated to complementing the academic goals of Gettysburg College by providing a variety of recreational activities for all students, faculty, administrators, and staff. Programs include intramural sports, aerobics/fitness, sports clubs, and informal recreation.

Intramural sports include a wide range of team, individual, and dual sports. Team sports include softball, flag football, basketball, floor hockey, indoor soccer, outdoor soccer, and volleyball. Special events include tennis, table tennis, wrestling, golf, billiards, bench press, 4x4 volleyball, wiffle ball, Schick Super Hoops 3 on 3 basketball, Ocean Spray Table Top Football and Timex Fitness week. Fitness activities are the fastest growing portion of the campus recreation program. Aerobics classes held daily are designed to meet the needs of all students by offering high impact and low impact classes. Tone and stretch classes, aqua aerobics, and step aerobics, are also offered.

The sport club program is another growing segment of the campus recreation program. These clubs are designed so that anyone of any skill level may participate. Sport clubs currently active on campus include men's rugby, men's ice hockey, tae kwon do, cuong nhu, cycling, boxing, men's volleyball, paint ball, and equestrian.

The campus recreation office provides time for informal recreation. Activity areas include a swimming pool, basketball courts, tennis courts, weight room with Nautilus and free weights, a new fitness room with stationary bikes, stairclimbers, rowers and Nautilus, and a multi-purpose area within the Bream/Wright/Hauser Athletic Complex for a variety of recreational activities.

Financial Aid

Details about financial aid are found in the Student Financial Aid section of this catalog.

Facilities

Gettysburg College has a 225-acre campus with 60 buildings that provide excellent facilities for all the College programs. These buildings range from the original, historic, Pennsylvania Hall (Old Dorm), constructed in 1837 and listed on the National Register of Historic Places, to the modern Musselman Library/Learning Resources Center that was cited for its excellent design by the American Institute of Architects.

Academic Facilities

Classrooms, Laboratories. The following classroom and laboratory facilities serve the College.

Building	Academic Departments	Special Features
Brua Hall	Theater Arts	Kline Theatre Stevens Laboratory Theatre
Glatfelter Hall	Computer Science Economics English Management Mathematics Sociology Anthropology	Microcomputer laboratories
McKnight Hall	French German Spanish Portuguese	Language laboratory in Musselman Library
Schmucker Hall	Art and Music	Art Studios, gallery, extensive slide collection, recital hall, practice rooms
Weidensall Hall	African American Studies Classics Education History Latin American Studies Philosophy Religion Political Science	
White House Breidenbaugh	Chemistry	Fourier Transform Infrared, Fourier Transform NMR, UV-visible and Gas Chromatograph- Mass Spectrometers, research laboratories, library
Masters	Physics Environmental Studies	Hatter Planetarium, optics laboratory Plasma physics laboratory, library
McCreary	Biology Psychology	Electron microscopes, research laboratories, greenhouse, aquarium room, herbarium, image analysis laboratory.
Observatory		Sixteen-inch Cassegrain telescope

Information Resources Division

The Library: The College library collection is housed in the Musselman Library/Learning Resources Center, completed in 1981, and in two departmental libraries: Chemistry in Breidenbaugh Hall and Physics in Masters Hall. Total collections are approximately

330,000 volumes, 23,000 microforms, 36,000 governmental publications, 12,000 records, and extensive slide, filmstrip, and other instructional media. The library subscribes to over 1,400 journals. An automated system provides users with enhanced access to the library catalog through any computer attached to the campus network.

In the fall of 1994, the Information Resources division began a pilot project in which Musselman Library remained open 24 hours a day from Sunday through Friday night at. Students are able to use the information resources in the library for research or as a quiet place for study. As part of the pilot project, complementary coffee, hot chocolate, and tea is available. The division is evaluating the demand for this service and it is likely to continue through the 1995-1996 academic year.

The College's library uses the Interlibrary Delivery Service which allows Gettysburg College to borrow materials quickly from 200 academic and research libraries. The library is able to order and receive materials from most of these libraries via telefacsimile. The library also maintains cooperative arrangements with the Associated College Libraries of Central Pennsylvania, PALINET (Pennsylvania Library Network), and the Central Pennsylvania Consortium.

Computer Labs: Glatfelter Hall houses four computer labs that house a total of 30 personal computers capable of running MS-DOS and Windows applications, 9 NeXT workstations, and 21 Apple Macintosh computers. In addition, there are 10 IBM personal computers and 12 Apple Macintosh computers on the second floor of Musselman Library. An additional lab consisting of 14 Apple PowerPC Macintosh computers is located in Bridenbaugh. Laser printers are available in Glatfelter Hall, Bridenbaugh Hall and Musselman Library. An additional networked laser printer is located in Musselman Hall for students to use from their rooms. For the research needs of faculty members and students, a SUN 4/690 server allow students to access mainframe applications. A variety of educational and course-related software packages are available in all public computing labs through the campus network.

Computer Network on Campus: The College has completed the initial phase of its computer network that links all academic buildings and the residence

halls on the main campus. The new network provides state-of-the-art data communications capabilities for the more than 2,500 students, faculty members and staff members. The campus is linked to Internet and Bitnet which allows communication and information sharing between computers on the Gettysburg College campus and thousands of computers across the country and throughout the world. Network connectivity allows sharing of vast amounts of data, and collaboration between students, members of the faculty, and others at different institutions. The campus network also provides access to the library's card catalog system. By use of Internet, users also have access to libraries in the United States and in many foreign countries.

A variety of information resources are available through the network. With properly configured machines, students are able to access a multimedia version of the *Encyclopedia Britannica*. The division maintains a subscription to electronic versions of the *Washington Post* and *USA Today* that are available through the network. In addition, students, faculty, and staff are able to browse the library catalog and conduct bibliographic searches of journals and magazine articles through the network 24 hours a day. The division plans to provide full text access to journal articles through the network in the near future.

Information Resources maintains a gopher server (jupiter.cc.gettysburg.edu) and a World Wide Web Server (www.gettysburg.edu). Both servers are accessible through Internet.

Computer Store: The division sells computing hardware and peripherals to students, faculty members, and staff members of the College at educational prices, which result in substantial discounts off suggested retail prices.

Computer Training: The division provides a series of training sessions throughout the year for students, faculty members, and staff members on an array of topics ranging from how to conduct a literature review to how to use electronic mail. These sessions are free. Titles of the training sessions include "Introduction to WordPerfect", "Spreadsheet Concepts", "Introduction to Mosaic", and "Creating Dynamic Resume's." A help line for information resources questions is also available. In addition, student assistants are available in the computing labs at night and on weekends to answer questions and provide training.

Athletic Facilities

The Bream/Wright/Hauser Athletic Complex and the Eddie Plank Student Activities Center contain the College's indoor athletic facilities. These facilities include seven regulation basketball courts, four indoor tennis courts, a 1/11 mile chem-turf track, fitness rooms for training and aerobics, a sports medicine center, classrooms, and a conference/library room. In addition, the swimming pool of Olympic dimensions, located in the College Union, is used for varsity swimming competition, as well as intramural and recreational swimming.

Outdoors, the campus offers several athletic field areas: Musselman Stadium, with the football field and a quarter-mile all-weather track; a baseball field; two areas for soccer and lacrosse; Memorial Field, for women's field hockey and lacrosse; a women's softball field; and the intramural areas which contain eight tennis courts, numerous soccer, football, and hockey fields. In addition, fourteen intercollegiate tennis courts are also available.

Student Services

Located near the residence halls are the College Union, the health center, and Christ Chapel.

Administrative Offices

Pennsylvania Hall, the original College building, after complete renovation, provides modern offices and facilities for administrative personnel. Other offices are in the College Union. The Admissions Office is housed in Eisenhower House, which served as the office of General Dwight D. Eisenhower during his years in Gettysburg.

Other Facilities

On campus is the home of the College President. College maintenance services are centered in the West Building. The College owns several houses adjacent to the campus which are used as offices and as centers for special programs.





GETTYSBURG

Admission,
Expenses and
Financial Aid

Admission Policy

Gettysburg College students come from a wide variety of backgrounds and secondary school programs. The College encourages applications from students of differing ethnic, religious, racial, economic, and geographic backgrounds.

The admissions staff encourages applications from students who have demonstrated a capacity for academic achievement, responsiveness to intellectual challenge, eagerness to contribute their special talents to the College community, and an awareness of social responsibility. Such persons give promise of possessing the ability and the motivation which will enable them to profit from the many opportunities that the College offers.

Since the competition for admission is highly competitive, the admissions staff gives careful consideration to each application. Its decisions are based on three categories of evidence described below.

Evidence of high academic achievement as indicated by the secondary school record. The College considers grades in academic courses, quality and distribution of subjects, and rank in class as highly significant parts of the applicant's credentials. Participation in accelerated, enriched, and advanced placement courses is highly desirable. The College regards superior facility in the use of the English language and an understanding of fundamental mathematical processes as essential to a successful college experience. It also assumes graduation from an approved secondary school.

Evidence of ability to do high quality college work as indicated by aptitude and achievement test results. The SAT 1 of the College Board or the test results of the American College Testing (ACT) program are required of all candidates.

Evidence of personal qualities. There is high interest in individuals of character who will contribute in positive ways to the College community. Such contributions should be appropriate to the talents of each student, whether these be leadership in campus programs, involvement in the welfare of others, expression of artistic creativity, or the quiet pursuit of scholarly excellence. In estimating such qualities, the College relies on what students say about themselves; the confidential statements from secondary school principals, headmasters, and guidance counselors; and on personal appraisals by its alumni and friends. Essentially, any evidence of in-depth involvement in

secondary school activities and/or participation in community affairs (especially volunteer services) is favorably considered in the final decision-making process.

The Campus Visit

Personal interviews and campus tours are strongly recommended: they give prospective students a personal look at the opportunities and variety offered in the academic and extracurricular program. Gettysburg students give generously of their time and talents to the College and surrounding community, and are pleased to share their experiences with visiting students.

Prospective students are welcome to visit the campus for a tour at any time. Interviews may be scheduled between April 1 of the junior year and February 15 of the senior year. Students considering a major in art or music should make their interest known when requesting an interview, so that arrangements can be made for an appointment with a member of the department concerned.

Students can arrange an interview or campus tour by calling the admissions office at (717) 337-6100 or 1-800-431-0803. During the academic year, the admissions office is open from 9:00 to 5:00 on weekdays and from 9:00 to 12:00 on Saturdays; summer hours are between 8:00 and 4:30 weekdays.

Admissions Process

Early Decision. Students for whom Gettysburg is a first choice are strongly encouraged to apply for Early Decision admission. The application will be considered between November 15 and February 1 of the senior year; a non-refundable fee of \$35 must be sent with the application. Those students accepted under this admission plan are obligated to enroll at Gettysburg College and to withdraw applications submitted to other institutions. Notification of the decision on admission will be made between December 15 and February 15. Payment of a nonrefundable advance fee of \$200 is required to validate this offer of acceptance.

Although the Early Decision applicant should take the SAT in the junior year, scores from the October/November testing date of the senior year will also be considered. Those students submitting applications for Early Decision who are not offered acceptance at that time will automatically be considered for Regular Decision admission upon receipt of subsequent semester grades and test scores from the senior year.

Regular Decision. Students interested in applying as a Regular Decision candidate to Gettysburg College should submit an application during the fall of their senior year and by February 15; a nonrefundable fee of \$35 must be sent with the application. Most offers of acceptance will be mailed by early-April after the receipt of November, December, or January SAT results and senior year first semester grades. Results for the SAT or ACT taken prior to the senior year may be used to satisfy test requirements.

Payment of a nonrefundable advance fee of \$200 is required to validate the offer of acceptance. Since Gettysburg College subscribes to the principle of the Candidate's Reply Date, students have until May 1 to make their decision and pay the advance fee.

Students offered acceptance under either Early Decision or Regular Decision admission are expected to maintain their academic record, pass all their senior courses, and earn a secondary school diploma.

Admission with Advanced Credit and Placement

Students who have taken advanced placement courses in secondary school and wish to be considered for advanced credit or placement must take advanced placement tests of the College Board. All entering students who submit a score of four or five on these tests shall receive two course credits for each tested area toward the 35-course graduation requirement, with the exception of the Mathematics Calculus AB AP examination, for which one course credit shall be given; the BC-level exam will lead to two course credits. Students submitting a score of three may receive, at the discretion of the appropriate department, credit or advanced placement. Course credit for advanced placement will be lost if a student takes the equivalent course at Gettysburg. Students who have completed advanced-level or honors courses may be considered for advanced placement.

Those high school students who have taken regular courses at the college level in regionally-approved junior or four-year colleges may receive credit for these courses if there has been no duplication of high school units and college credits. This credit must be approved by the chairperson of the academic department involved.

Gettysburg College recognizes the quality of the International Baccalaureate (IB) Diploma in the admissions process. In addition, the College awards two course credits in each subject area for Higher Level examination scores of five or higher. Credit for

a Higher Level score of four will be given at the discretion of the department.

For students who plan to complete their graduation requirements in less than four full years, see the section on residence requirements and schedule limitations for information about planning of the academic program.

International Student Admissions

The College welcomes applications from international students who can read, write, speak, and understand the English language with considerable proficiency. International applicants should send the completed application form with official secondary school transcripts, and an explanation of grading procedures; the SAT of the College Board or the test results of the American College Testing (ACT) program; the Test of English as a Foreign Language (TOEFL) results; the application essay; and the \$35 application fee which is required to process the application.

Transfer Student Admissions

Gettysburg welcomes applications from students interested in transferring to Gettysburg. Transfer students applying for the spring semester should submit their application by December 1, and students applying for the fall semester should apply by February 15; transfers applying after those preferred dates should do so as soon as possible.

Reactivating the application. Students who have previously applied to Gettysburg College and now wish to reactivate their application should send a letter requesting a reactivation. In order to update and complete the application, send the final secondary school transcript, SAT and/or ACT results, college transcripts(s), the Dean's Recommendation Form, and the financial aid transcript.

Applying for the first time. Transfer students should submit an application for admission, the final secondary school transcript, SAT and/or ACT results, college transcript(s), the Dean's Transfer Recommendation Form, and the financial aid transcript.

Transfer of credits. Transfer credits are granted provisionally for individual courses passed with a 'C' or better at approved institutions, provided that these courses fit reasonably well into the Gettysburg curriculum. During the first semester at Gettysburg, transfer students must review the graduation requirements with their

academic adviser or the registrar. Transfers are required to earn all additional credit at Gettysburg College or through a regular College-approved program of off-campus study. In order to complete the transfer of course credits, transfer students are required to complete one year of satisfactory work at Gettysburg. All transfer students must satisfy the course requirements in their major area of interest.

Admission as a Special Student

A high school graduate, not a candidate for a degree, may apply for admission as a nonmatriculated student. Normally, such a student may enroll in a maximum of two courses. Permission to take more than two courses must be secured from the provost.

Taking courses as a special student requires permission of the instructors of the courses involved, as well as filing an application for special student status with the admissions office. A special student who may later wish to become a candidate for a degree must submit an application under regular admissions procedures. Special students have the same classroom duties and privileges as regular full-time students, but no promise is made in advance that the special student will be admitted as a candidate for the degree.

Comprehensive Academic Fee Plan

Gettysburg College charges a comprehensive academic fee covering the two semesters of the academic year. NOT included in this fee are books and supplies, some private lessons in music, and optional off-campus courses.

Payment of the comprehensive fee entitles a student to register for and receive a grade in a total of 36 course credits and in the required quarter courses in health and exercise sciences (HES). Students may enroll in five and one-half courses during any semester without an extra charge. One required HES quarter courses may be taken without charge at any time.

The fee applies to each full-time student. For purposes of the comprehensive academic fee, a full-time student is one registering for at least three, but not more than five and one-half, courses per semester (except for required HES quarter courses). Any additional course registration beyond five and one-half requires additional charges of \$1,845 per full course or \$460 per quarter course. Majors in health and exercise sciences and music may take some quarter courses above the five and one-half-course limit at no additional charge (see the departmental

listings for details). Part-time matriculating students will be charged \$2,305 per course.

1995-96 Fees

Comprehensive Academic Fee	\$	20,744
Health Service Fee	\$	90

Board

College Dining Hall 20 meals per week	\$	2,246
(Rates for reduced meal plans of 7, 10, and 14 meals per week are available from the Office of Financial Services)		

Room Rents

Regular Room	\$	2,276
Single room	\$	3,300
Apartment (Regular Room)	\$	3,080
Apartment (Single Room)	\$	3,190

Estimate of Total Expenses for an Academic Year

Comprehensive Academic Fee	\$	20,744
Health Service Fee	\$	90
Board	\$	2,246
Residence Hall Room	\$	2,276
Books and Supplies	\$	500
Total	\$	25,766

This tabulation does not include personal expenses such as clothing, laundry, spending allowances, fraternity dues, and transportation.

Special Student Fees

Any student who is not a candidate for a degree will be charged at the rate of \$1,845 per course or \$460 per quarter course.

Board Policy

First year students must participate in the full board plan (20 meals per week). All students living in the College residence halls are required to participate in at least the seven-meals-per-week plan.

The following exceptions apply:

- Those living in apartment-style residence halls.
- Those living off-campus or at home.
- Those who are roommates of residence coordinators.

Housing Policy

All first year students are expected to room in the College's residence halls, and preference is given them in securing dormitory space. Fraternity housing is available to students following their first year. When the residence halls have been filled, permission for off-campus housing may be granted to a limited

number of students who have applied through a procedure administered by the Dean of College Life. Students who have withdrawn from the College and are approved for readmission or who are returning from off-campus study are expected to occupy any vacancy which may exist in a College residence hall.

Payment of Bills

Checks should be made payable to Gettysburg College and sent to the Office of Financial Services, Gettysburg College, Gettysburg, PA 17325-1483 by the dates outlined below.

The College operates on a two-semester calendar. An itemized statement of charges for each semester is mailed approximately one month before the payment due date. First semester charges are due on August 1; second semester charges are due on December 10. The College has an optional monthly payment plan which runs from June 1 to March 1 (see Payment Plans).

Delinquent accounts will be subject to a late payment charge at the rate of 1% per month. This late charge will be waived for Student Loan amounts processed by the College prior to due dates for payments. Students and parents are responsible for collection costs on any accounts placed for collection.

The advance payment of \$200 made under either the early or regular acceptance plans is credited to the reserve deposit account. While the student is enrolled, this non-interest-bearing account remains inactive. The reserve deposit is activated after the student graduates or withdraws from school. At that time, reserve deposit funds are transferred to the student's account receivable to satisfy any unpaid bills, including room damage, fines, lost library books, NSF checks, unpaid phone bills, unpaid College store charges, etc. After applying the reserve deposit to the student's account, if a credit balance exists, it will be refunded or credited against a college loan.

Every continuing student in the College is required to pay \$300 by March 1st, which will be applied toward the student's first semester College bill in June. No refunds of this fee will be made after the date of Spring registration.

Veterans' Administration Benefits

Gettysburg College has made the necessary arrangements whereby eligible veterans, dependents, and members of the military may receive monthly payments from the Veterans' Administration in accordance with the appropriate laws and

regulations. Students requiring any forms to be completed by the College concerning these benefits should contact the Office of the Registrar.

Payment Plan

The College has an optional monthly payment plan for those who wish to make installment payments over a ten-month period. The first installment is due June 1. There is a \$35 non-refundable fee for enrollment in this plan. Contact the Office of Financial Services for details.

There are other privately-operated payment plans, some of which include certain insurance coverage. The College is most familiar with Knight College Resource Group, 855 Boylston Street, Boston, MA 02116, or Academic Management Services, 50 Vision Boulevard, East Providence, RI 02914. Information about these plans is mailed to all new students.

Refund Policy

A student who withdraws from the College is assessed a \$100 administrative fee. The comprehensive academic fee and room charge are refunded on a pro-rata basis through 60% of the semester, after which there is no refund of these charges. Board refunds are prorated weekly through the semester.

The data of withdrawal will be the date the student has filed the completed withdrawal form with the Office of Academic Advising.

Optional insurance is available through A.W.G. Dewar, Inc., which supplements the College's refund for a student who withdraws as a result of a serious illness or accident.

Required Withdrawal for Disciplinary Reasons

A student who is required to withdraw for disciplinary reasons will forfeit all fees (except board, if refund requirements are met) which he or she has paid.

Reduction of financial aid obligations and advances will receive priority in the payment of refunds. The unused reserve deposit balance will be refunded approximately six weeks after the student's graduation or withdrawal, provided that the student has no outstanding loans or debts to the institution.

College Store

The College Store is operated on a cash, Master Card/Visa, or College charge basis. Students may charge books, supplies, and miscellaneous items. A student's balance must not exceed \$500. College

charges must be paid within 20 days. Unpaid College Store charges will be added to the student's account receivable and be subject to a 1% late payment charge.

Accident Insurance

Upon payment of the Comprehensive Academic Fee, each student receives coverage under an accident insurance policy. Information concerning the coverage provided by this insurance is made available at the time of registration or in advance if requested.

Personal Property Insurance

The College does not carry insurance on personal property of students and is not responsible for the loss or damage of such property. Students are encouraged to provide their own personal property insurance.

Student Financial Aid

Although charges made by colleges and universities have risen sharply in recent years, the fact remains that in most institutions the fees paid by a student or a student's parents cover only a portion of the total cost of a student's education. In private institutions the remainder comes from endowment income and gifts from sources such as alumni, businesses, foundations, and churches.

Gettysburg College recognizes the primary responsibility of the student and his or her parents to provide as much as possible toward the total cost of the student's college education. Since an education is an investment which should yield lifelong dividends, a student should be prepared to contribute to it from his or her own earnings, both before entering and while in college.

Gettysburg College has a program of financial aid for worthy and promising students who are unable to finance their education from personal and/or family resources. Access to such aid is considered a privilege, not a right. The qualifications for assistance, in addition to need, are academic ability, academic achievement, and promise of contribution as a student and citizen. The amount of aid in any particular case is based upon the financial need of the student.

The College participates in the College Scholarship Service (CSS) and requires all applicants to file the Financial Aid Form (FAF) and the Free Application for Federal Student Aid (FAFSA) to receive full consideration for financial aid. Each form should be sent to the appropriate, separate mailing address: the FAFSA is mailed to Federal Student Aid Programs, P.O. Box 7320, London, KY 40742-7320 and the FAF

is mailed to College Scholarship Service, P.O. Box 6381, Princeton, NJ 08541-6381. Beginning with the 1996-97 academic year, the FAF will be replaced with a form titled PROFILE.

The College also requires that *enrolled* students submit notarized copies of the parents' and student's most recent U.S. Individual Income Tax Returns (Form 1040) directly to the Office of Financial Aid to verify income data. Applicants for admission must submit tax forms when the \$200 admissions deposit is paid, or by May 1.

A prospective student seeking financial aid should mail the completed FAF and FAFSA as soon as possible after January 1 and before February 15. Both forms should be completed in their entirety (including Gettysburg College in the colleges to receive results) and forwarded in the envelopes provided (addresses above). There is **no fee** for the Free Federal Application (which determines eligibility for Pell Grant and other federal programs of student financial assistance), but there is a processing fee for the FAF.

A student already enrolled who has previously had some form of aid should secure a renewal application from the Office of Financial Aid and should request his or her parents to help complete these forms. The renewal application packet should be completed with the FAFSA and FAF being forwarded by March 15 and the other forms being forwarded to the Office of Financial Aid by May 1.

The Gettysburg College federal code number for the FAFSA is 003268 and the FAF code number is 2275.

Financial aid is awarded in the form of grants, loans, and work-study or a combination of these. All financial aid awards are made for one year only. The director of financial aid will consider a request for renewal and will act on the basis of the applicant's record as a student and campus citizen as well as his or her continuing financial need.

Satisfactory Progress Guidelines for Renewal of Financial Aid

A student is expected to maintain an academic record that will enable him or her to complete the requirements for graduation in the normal eight semesters. Any student who falls below the 2.00 minimum accumulative average needed for graduation will be warned, placed on academic probation, placed on dismissal alert, or dismissed. Additionally, it is expected that each student will continue to make

normal or satisfactory progress toward the completion of degree requirements. The student who falls below the following minimum standard is considered to not be making satisfactory progress and is normally advised or required to withdraw:

for first-year students - 1.50 GPA and 6 courses completed

for sophomores - 1.80 GPA and 15 courses completed

for juniors - 1.90 GPA and 25 courses completed.

In addition to these minimum standards, a student on probation must show significant improvement during the following semester in order to remain at the College. Normally, a student may not remain at the College with three consecutive semester averages below 2.00.

The Academic Standing Committee interprets and applies these standards on a case-by-case basis at the end of each semester. Following the decision of that committee, the Office of Financial Aid may be required to review the student's progress as it relates to the renewal of financial assistance for subsequent terms.

Students who are not maintaining satisfactory academic progress will be required to resume normal progress before additional financial aid can be awarded. That may require completion of coursework without the benefit of financial aid. Any appeals regarding satisfactory progress must be filed through the Academic Standing Committee.

The recipients of Federal Stafford Loans and other programs of financial assistance through federally subsidized Title IV Programs are also subject to minimum progress standards. In addition, students who are recipients of grant funds from their home states are typically required to successfully complete a minimum of 24 credits per year to maintain continued eligibility for those grants. Conditions of those grants are included in the notice to the student.

The Presidential Scholars Program

Gettysburg College believes that intelligent, highly-motivated and high-achieving secondary school students should be recognized for their accomplishments. With this in mind, the Presidential Scholars Program was established to reward prospective students for academic excellence.

The Presidential Scholars selection process is a competitive one: benchmark qualifications include SAT scores which fall within the top ten percentile nationally and a class rank within the top ten percent

of the high school graduating class. All selections are made (without any special application on the part of those students selected) as the Admissions Staff reads the application forms of all applicants for an incoming first-year class.

Students selected for the Presidential Scholarship will be awarded an amount which is not based upon financial need. Eligible applicants applying for need-based financial aid as listed below could receive additional financial aid without jeopardizing the Presidential Scholarship amount.

Applications for financial aid, of those students who demonstrate financial need, are reviewed to determine eligibility for the following forms of assistance available from Gettysburg College.

Gettysburg College Grant: Awarded to students who, in addition to financial need, evidence good academic ability and academic achievement. These grants are renewable as long as the recipient continues to demonstrate need, and maintains a sound academic record. Normally, such grants are combined with loans and/or student employment in order to meet the student's financial need.

In cases of students who demonstrate exceptional talent, skills, and abilities, need may be satisfied entirely with grant funds.

Federal Supplemental Educational Opportunity Grant: A grant program funded by the Federal Government and administered by the College. The program is designed to assist students from low-income families.

Gettysburg College Loan: A loan program made available by Gettysburg College.

Federal Perkins Loan: A loan program funded by the Federal Government and administered by the College.

Federal Work-Study Program: Employment program funded by the Federal Government and the College.

Grants need not be repaid, but the College hopes that recipients will recognize that they have incurred an obligation and will therefore subsequently contribute as they can to help insure that the benefits which they enjoyed will be available to others.

Approximately fifty percent of Gettysburg College students receive financial assistance in some form from the College. About sixty percent of the

Gettysburg College student body receives aid from the College or other sources.

Rules governing all types of financial aid are stated in the Financial Aid Agreement that is enclosed with the Notification of Financial Aid.

Endowed Scholarships (Grants-in-aid) Student Aid

All students who apply for financial assistance and are determined to have financial need will be considered for these scholarships (grants-in-aid). Recipients are selected by the College.

Though the College administers scholarships restricted to members of a particular sex, the discriminating effect of these awards has been eliminated in the overall administration of the financial aid program through use of other funds made available by the College.

George H. (1949) and Janet L. Allamong Scholarship Fund: The income from a fund established by George H. Allamong and Janet L. Allamong is awarded to one or more worthy and promising students.

Frederic S. Almy, Sr. Scholarship Fund: The income from a fund created by his son in memory of a man who did not have the opportunity to attend college is awarded to a deserving and financially needy student.

Anonymous Scholarship Fund: The income from the fund is awarded to one or more worthy and promising students, with preference given to students who are majoring in French, Music (B.A.) or Psychology.

Ruth C. Apple Scholarship Fund: The income from a fund established in honor of their mother by members of the Apple family of Sunbury, Pennsylvania, to be awarded to promising but needy students with a preference to those from Snyder, Union, or Northumberland Counties in Pennsylvania, especially those with skills and aspirations in the performing arts.

Richard A. Arms Scholarship Fund: The income from a fund contributed by the Class of 1924 in memory of the Chair of the Mathematics Department (1920-1963) is awarded to a worthy student.

Dr. Joseph B. Baker (1901) and Rena L. Baker Scholarship Fund: The income from a fund donated by the Woman's General League of Gettysburg College is given to a needy and deserving student in the music department.

William Balthaser (1925) Scholarship Fund: The income from a bequest by William Balthaser is awarded to needy and promising students.

Dr. Ray Alfred Barnard (1915) Scholarship Fund: The income from a fund provided by Dr. Barnard is given to a male student from the Central Pennsylvania Synod who is preparing for the Lutheran ministry.

Rev. Sydney E. Bateman (1887) Scholarship Fund: The income from the fund is awarded to a needy ministerial student.

Admiral William W. Behrens, Jr. Scholarship Fund: The income from a fund established by the family of Admiral William W. Behrens (Hon'74) is awarded to one or more worthy and promising students entering the final year of undergraduate study and preparing for a career in public service.

Henry S. Belber, II Scholarship Fund: The income from the fund is awarded to a first-year student and may be continued up to four years; preference is given to individuals who engage in extracurricular activities.

Belt Hess-Quay Scholarship Fund: The income from a fund provided by Effie E. Hess Belt (1898) in commemoration of several relatives is awarded as follows: first preference is given to a member of Grace Lutheran Church, Westminster, Maryland; second preference to any other resident of Carroll County, Maryland who is pursuing theological studies at the College; and third preference is given to any deserving student.

Helen A. and James B. Bender Scholarship Fund: The income from the fund is granted on the basis of need and ability, preference being given to residents of Adams County, Pennsylvania majoring in economics and/or management.

Jesse E. Benner (1907) and Minerva B. Benner Scholarship Fund: The income from a bequest is used to aid worthy students, preferably preministerial students.

Burton F. Blough Scholarship Fund: The income from a fund contributed by a former trustee is used to aid needy and deserving students.

Jean Aument Bonebrake Presidential Scholarship Fund: A fund established by Roy Bonebrake (1928) in memory of his wife, the income of which shall be awarded to promising and worthy students in need of scholarship aid, with preference given to students who possess exceptional academic abilities and outstanding promise.

Harry F. Borleis (1925) Scholarship Fund: The income from a bequest is used to assist needy and deserving students.

Charles E. Bowman (1925) Scholarship Trust Fund: The income from a bequest to be used to assist needy and deserving students.

Elsie Paul Boyle (1912) Scholarship Fund: The income from a gift by Elsie Paul Boyle is awarded to a needy and worthy student, preference given to a Lutheran from Weatherly, located in Carbon County, Pennsylvania.

Henry T. Bream (1924) Scholarship Fund: The income from a fund contributed by alumni and friends of the College in honor of Henry T. Bream, Professor of Health and Physical Education, 1926-1969, is awarded to a needy and deserving male scholar-athlete.

Lavern H. Brenneman (1936) Scholarship Fund: The income from a fund provided by Lavern H. Brenneman (1936), former Chairman of the Board of Trustees of the College, and his wife, Miriam, in honor of their son, James (1960); daughter-in-law, Mary Jane (1960); granddaughter, Kathleen (1984); and grandson, Stephen (1987) is to be awarded annually to needy and deserving students.

Randall Sammis Brush (1973) Memorial Scholarship Fund: The income from a fund contributed by family and friends in memory of Randall Sammis Brush is awarded to a needy and deserving student particularly proficient in the study of history.

Edward B. Buller (1923) Scholarship Fund: The income from a fund contributed by the Lutheran Church of the Good Shepherd, Pearl River, New York, and friends in honor of the Rev. Edward B. Buller is awarded to a deserving student, preference being given to a student from Good Shepherd congregation.

Cambridge Rubber Foundation Scholarship Fund: The income from the fund given by the Foundation is awarded to a qualified male student. First preference is given to an employee or relative of an employee of Cambridge Rubber. Second preference is given to a resident of Adams County, Pennsylvania, or Carroll County, Maryland.

Dr. Anthony G. Ciavarelli (1913) Scholarship Fund: The income from a fund established by Dr. Anthony G. Ciavarelli is awarded annually to a student (or students) who demonstrates superior character, industry, serious academic purpose, and financial

need. Preference is to be given to a student preparing for the medical profession. If there are no students who demonstrate financial need (who are preparing for the medical profession), then the income may be used to aid other students who demonstrate financial need. If there are no students who demonstrate financial need, then the College may use the income for any purpose it determines.

Class of 1903, George S. Rentz Memorial Fund: The income from the fund is used in support of the College scholarship program.

Class of 1913 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1915 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1916 Scholarship Fund: The income from the fund is awarded to a needy and deserving sophomore.

Class of 1917 Schmucker-Breidenbaugh Memorial Scholarship Fund: The income from the fund is awarded to a needy and deserving student or students.

Class of 1918 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1920 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1921 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1927 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1933 Scholarship Fund: The income from a fund established by members of the Class of 1933 is awarded to needy and promising students. Preference is given to students who, beyond academic and personal qualifications, are descendants of members of the Class of 1933.

Class of 1936 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1937 Scholarship Fund: The income from the fund is awarded to worthy and promising students who are determined to be in need of scholarship funds. Preference will be given to students who intend to enter a field of service focused on developing greater understanding between our nation and other parts of the world and majoring in political science, economics, or history.

Class of 1938 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1939 Scholarship Fund: The fund was established in honor of past President Dr. Henry W. A. Hanson and former Dean Dr. Wilbur E. Tilberg. The income is awarded to needy and deserving students.

Class of 1943 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1944 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1994 Scholarship Fund: The income from the fund is awarded to a first-year student and may be continued up to four years.

Ernst M. and Agnes H. Cronlund Memorial Scholarship Fund: The fund was established in memory of Ernst Magnus and Agnes Hoffsten Cronlund by their children Ernest and Shirley, Eleanor, Martin (1929) and Rebecca, Raymond (1933) and Lillian. The income is awarded to needy and promising students.

Anita Conner Derry and Thomas James Faulkener Memorial Scholarship Fund: The income from a fund contributed by Ellis Derry (1939) and Peggy Derry is awarded to one or more worthy and promising students who are determined to be in need of scholarship funds. First preference is given to the family or descendants of Anita Conner Derry or Thomas James Faulkener and then to students majoring in mathematics, computer science, or physical sciences.

W. K. Diehl (1886) Scholarship Fund: The income from a fund created by Norman E. Diehl in memory of his father, W. K. Diehl, D.D., is used to provide scholarships to needy and deserving students.

Clayt (1948) and Adele Dovey Scholarship Fund: The income from a fund contributed by Mr. and Mrs. Clayton C. Dovey, Jr. is awarded to one or more worthy and promising students with preference being given to a needy and deserving scholar-athlete pursuing a major field of study in biology or economics.

Chris Ebert (1965) Memorial Fund: The fund was established in memory of Chris Ebert by his father and mother. The income is awarded annually to a needy student. First preference is given to a student who is pursuing a career in teaching or majoring in mathematics, and/or participating in intercollegiate

wrestling; second preference is given to a student who is studying for the ministry.

Charles L. "Dutch" Eby (1933) Scholarship Fund: The income from a fund established by the family and friends of Charles L. Eby is awarded to needy students. Preference is given to students who, beyond academic and personal qualifications, are residents of south central Pennsylvania and have demonstrated leadership ability through active participation and excellent performance in extracurricular activities.

Ehrhart Family Scholarship Fund: The income from a fund established by Kenneth W. Ehrhart (1946) in memory of his father, Rev. Kenneth Ehrhart (1925) and in honor of those members of the Ehrhart family who attended Gettysburg College, Rev. Carl Ehrhart (1947), Rev. Richard Ehrhart (1946), Sidney Ehrhart (1950) and David Ehrhart (1962) is awarded to one or more worthy and promising students.

Jacob C. Eisenhart and Rosa Bott Eisenhart Scholarship Fund: The income from a fund established by the J. C. Eisenhart Wall Paper Company is awarded to a deserving Lutheran preministerial student.

Dwight D. Eisenhower Scholarship Fund: Established by the Eisenhower Society in honor of the thirty-fourth President of the United States, a former resident of the community of Gettysburg and a friend and trustee of the College. The Society is dedicated to the preservation of the qualities and ideals of Dwight D. Eisenhower and the contributions which he made to world peace. The income from the fund is awarded to needy students who exemplify superior qualities of honesty, integrity, and leadership. Additional monies have been contributed to the fund through the R. M. Hoffman Memorial Scholarship Fund.

Eisenhower Leadership Scholarship Fund: The income from the fund is awarded to class valedictorians and salutatorians, presidents of the student council and other leaders.

Clarence A. Eyler (1880) and Myrtle B. Eyler Scholarship Fund: The income from a bequest is awarded to a worthy Lutheran preministerial student.

Annie C. Felty Scholarship Fund: The income from the fund is given to a needy and deserving student.

Alan S. Fischer (1929) Scholarship Fund: The income from a fund established by Marian Fischer Hammer (1930) and Robert H. Fischer (1939) in honor of

their brother is awarded to one or more worthy and promising students, preference to be given to mathematics or computer science majors.

H. Keith Fischer Scholarship Fund: The income from the fund is awarded to one or more worthy and promising students, preference is given to pre-medical students or to social or natural sciences or mathematics majors.

H. Keith and Dorothy S. Fischer Scholarship Fund: The income from the fund is awarded to a first year student and may be continued up to four years. Preference will be given to pre-medical students or students majoring in natural science.

Wilbur H. Fleck (1902) Memorial Scholarship Fund: The income from a bequest is awarded to a graduate cum laude of the Protestant faith of the Wyoming Seminary.

Fourjay Foundation Scholarship Fund: The income from the fund is awarded to declared management majors or to students who express a high degree of interest in management or related fields and demonstrate academic excellence, leadership and need.

Donald D. Freedman, M.D. (1944) and Richard S. Freedman, D.V.M. (1973) Scholarship Fund: The income from the fund is awarded to a junior or senior, with preference given to students who are pursuing the study of medicine, dentistry, or veterinary medicine and participating in varsity athletics.

David Garbacz (1964) Scholarship Fund: The income from a fund established by Gerald G. Garbacz and his family is awarded to students who, beyond academic and personal qualifications, pursue a major in economics.

Dr. Daniel F. Garland (1888) Scholarship Fund: The income from the fund is awarded to a deserving ministerial student.

Richard W. Gaver (1966) Memorial Scholarship Fund: The income from a fund contributed by Dr. and Mrs. Leo J. Gaver in memory of their son is awarded to a worthy student, preference being given to a premedical student.

Gettysburg College Alumni Association Scholarship Fund: Formerly the Gettysburg College Alumni Loan Program of 1933, the Gettysburg College Alumni Association Scholarship Fund was established in 1984. The income from the fund is to be awarded annually. Preference shall be given to sons or daughters of alumni in accordance with criteria established by Gettysburg College.

Lorna Gibb Scholarship Fund: The income from a fund established by the Gibb Foundation in memory of the Foundation's founder is awarded to needy students who have demonstrated good academic ability as well as the willingness to contribute to the Gettysburg College campus community in other ways.

Millard E. Gladfelter (1925) Scholarship Fund: The income from a fund established by Millard E. Gladfelter is awarded to first-year students and may be continued up to four years, preference is given to students from York County, Pennsylvania.

Charles E. and Mary W. Glassick Scholarship Fund: The income from a fund established by the Board of Trustees in honor of former President and Mrs. Glassick is awarded to one or more worthy and promising students.

Dr. and Mrs. James E. Glenn Scholarship Fund: The income from a fund contributed by J. Donald Glenn (1923) in memory of his parents is awarded to a worthy student preparing for the Christian ministry or the medical profession.

Gordon-Davis Linen Supply Company Scholarship Fund: The income from a fund contributed by the Company is awarded to a deserving student.

Windom Cook Gramley (1904) Scholarship Fund: The income from a bequest by Theresa M. Gramley in memory of Windom Cook Gramley is awarded to a worthy and promising student.

Grand Army of the Republic Living Memorial Scholarship Fund: The income from a fund donated by the Daughters of Union Veterans is awarded to a needy and deserving student, preferably the descendant of a Union veteran.

Dr. H. Leonard Green Scholarship Fund: The income from this fund, established by the family and friends of Dr. H. Leonard Green, is awarded to worthy and promising students in need of scholarship funds, with preference given to students majoring in religion or philosophy.

Ida E. Grover Scholarship Fund: The income from a bequest is awarded to a needy and deserving student.

The Merle B. and Mary M. Hafer Scholarship Fund: The income from a bequest from the estate of Mary M. Hafer is awarded to a deserving student, preferably one preparing for the Christian ministry.

John Alfred Hamme (1918) Scholarship Fund: The income from a fund given by Mr. Hamme is awarded to a deserving student.

Marie H. Harshman Scholarship Fund: The income from a bequest made by Marie H. Harshman is awarded to a Lutheran student preparing for the ministry. Preference is given to a student who intends to enroll at the Gettysburg Lutheran Seminary.

Henry M. Hartman, Jr. (1938) and Audrey Harrison Hartman (1940) Scholarship Fund: The income from a fund established by Henry M. Hartman, Jr. as a memorial in honor of Audrey Harrison Hartman is awarded to a student majoring in chemistry or biochemistry.

Hartranft-Dean Scholarship Fund: The income from a fund established by Mary Alice Hartranft-Dean is awarded to one or more worthy and promising students.

Adam and Martha Hazlett Scholarship Fund: The income from a fund established by Mrs. Adam J. Hazlett is awarded to one or more worthy and promising students.

Robert W. Hemperly (1947) Memorial Scholarship Fund: The fund was established in memory of Dr. Hemperly by Mr. and Mrs. G. M. Easley. The income is awarded annually to one or more needy students of high academic ability and outstanding personal qualifications, preference being given to a student preparing for a career in medicine or dentistry.

Harvey A. Hesser (1923) and Dorothy M. Hesser Scholarship Fund: The income from a bequest is awarded to a needy and worthy student.

Rev. Clinton F. Hildebrand, Jr. (1920) and Mrs. Clinton F. Hildebrand, Jr. Scholarship Fund: The income from the fund is used to aid worthy preministerial students.

Edgar L. Hildebrand (1928) Scholarship Fund: The income from a fund established by Louis O. Hildebrand as a memorial to his son Edgar L. Hildebrand is awarded each year to worthy students of the College.

Pearl Hodgson Scholarship Fund: The income from a bequest from Pearl Hodgson to the York and York County Sub League of the Woman's League of Gettysburg College and established by the Woman's League of Gettysburg College in honor of Pearl Hodgson is awarded annually to needy and deserving students.

Arthur D. Hunger, Sr., M.D. (1910) Scholarship Fund: A fund established by Arthur D. Hunger, Jr. (1939) and Josephine T. Hunger (1940) in honor of Arthur D. Hunger, Sr. The income from the fund is awarded to a junior or senior who demonstrates academic excellence and leadership and who is studying for a medical, dental, veterinary or biological research profession.

Dr. and Mrs. Leslie M. Kauffman Scholarship Fund: The income from a fund donated by Dr. Leslie M. (1890) and Nellie G. Kauffman is awarded to a deserving student, preference being given to students from Franklin County, Pennsylvania, or preministerial or premedical students.

Spurgeon M. Keeney and Norman S. Wolf Scholarship Fund: The income from a fund contributed by Dr. Spurgeon M. Keeney (1914) and his son, Spurgeon M. Keeney, Jr., in honor of the Reverend Norman S. Wolf is awarded to one or more worthy students.

Hon. Hiram H. Keller (1901) Scholarship Fund: The income from a bequest by Mr. Keller, a former trustee, is granted on the basis of need and ability, preferably to applicants from Bucks County, Pennsylvania.

Ivan Ray Kirschner Scholarship Fund: The fund was established by Mr. and Mrs. C. J. Kirschner in memory of their son who lost his life in World War I. The income from the fund is awarded to two students, preference being given to applicants from Hazleton and vicinity.

Klette Scholarship Fund: The income from a fund established by Dr. Immanuel Klette (1939) and friends in honor of Mrs. Margaret Klette is awarded to a student (or students) whose activities evidence an innovative accomplishment and potential in the promotion of human betterment.

Kathleen M. and Samuel W. Knisely (1947) Scholarship Fund: The income from a fund established by Dr. and Mrs. Samuel W. Knisely is awarded to students majoring in, or intending to major in, biology or chemistry who show promise for contributions to their chosen field of study.

Rev. Frederick R. Knubel (1918) Memorial Scholarship Fund: The income from a fund given by John McCullough (1918) in memory of his classmate, is awarded to an outstanding senior ministerial student who has financial need.

Charles L. Kopp (1909) Scholarship Fund: The income from a bequest of the estate of Grace Shatzer Kopp is awarded to one or more worthy and promising students majoring in the humanities.

Bernard S. Lawyer (1912) Scholarship Fund: The income from a bequest shall be awarded to needy and deserving students, preference to be given first to members or former members of St. Mary's Evangelical Lutheran Church, Silver Run, Maryland, and second to members or former members of Evangelical Lutheran Churches in Maryland and Pennsylvania.

Clarence Gordon and Elfie Leatherman Scholarship Fund: The income from a fund given by the Leathermans is awarded to a deserving preministerial student.

Rev. H. J. H. Lemcke (1860) Memorial Scholarship Fund: The income from a fund given by Ruth Evangeline Lemcke in memory of her father is awarded to worthy male students who are graduates of Pennsylvania secondary schools.

Rev. Justus H. Liesmann (1930) and Mardelle Tipton Liesmann (1932) Scholarship Fund: The income from a fund established by Mrs. Mardelle Liesmann is awarded to a first-year student and may be continued up to four years.

Frank M. Long (1936) Memorial Scholarship Fund: The income from a fund is given in memory of Frank M. Long to worthy students.

Kenneth C. Lundeen (1966) Scholarship Fund: The income from a fund established by James and Diana Topper in honor of Kenneth Lundeen is awarded to one or more deserving and promising students who may be in a pre-law curriculum.

The Lutheran Brotherhood Fund for Lutheran Students: The income from a fund established by The Lutheran Brotherhood to be awarded to one or more worthy and promising Lutheran students who demonstrate financial need.

William H. MacCartney Memorial Scholarship Fund: The fund was established by Michael Alan Berk and Kerry MacCartney Berk in tribute of Kerry M. Berk's parents' lifelong encouragement of scholarship, initiative and leadership. The income is awarded to one or more worthy and promising students.

Charles B. McCollough, Jr. Memorial Scholarship Fund: The income from a fund provided by Charles B. McCollough (1916) and Florence McCollough in

memory of their son, and by H. R. Earhart in memory of his grandnephew, is awarded to one or more worthy male students.

Robert McCoy Scholarship Fund: The income from a fund established by the family and friends of Robert McCoy is awarded to one or more worthy and promising students.

William R. McElhiney (1936) Scholarship Fund: The income from a fund provided by William R. and Pauline McElhiney to be awarded annually and to be divided equally among needy and deserving students who demonstrate an interest in the College band and the College choir.

Mahaffie Scholarship Fund: A fund initiated by Ralph Mahaffie (1922) in honor of his brother James Eugene Mahaffie (1916), the income of which will be awarded to worthy and promising students in need of scholarship funds.

Charles H. May (1904) Scholarship Fund: The income from a bequest by Mr. May is awarded to deserving male students from York County, Pennsylvania.

Michael J. McTighe Memorial Scholarship Fund: The income from a fund, established by his wife, Carolyn L. Carter, family members and friends, is awarded to a first-year student with preference given to first-generation college students and/or students whose enrollment at Gettysburg College would increase the racial and ethnic diversity of the student population.

Dr. John E. Meisenhelder (1897) Scholarship Fund: The income from a bequest by Dr. Meisenhelder is awarded to a deserving student.

Jane S. Melber (1983) Memorial Scholarship Fund: The income from a fund established by Theodore W. and Lucile M. Melber in memory of their daughter is awarded to worthy and promising students for the study of music in Great Britain. If such students cannot be identified, junior or senior music students may receive the award.

Forrest L. Mercer (1908) Scholarship Fund: The income from a bequest by Forrest L. Mercer is awarded to a deserving and needy student.

Carl F. and Dorothy Miller Scholarship Fund: The income from a fund established by the Carl F. and Dorothy Miller Foundation is awarded to a student pursuing accounting or a science-related course of study.

J. Elsie Miller (1905) Scholarship Fund: The income from a bequest by Mr. Miller is awarded to a preministerial student.

Robert H. Miller (1938) and Paul D. Miller (1940) Brazilian Scholarship Fund: The income from the fund will be awarded to one or more worthy and promising students who are in need of scholarship funds. Recipients will be selected by the College, and preference will be given to (1) a Gettysburg College student who wishes to go to Brazil for a semester or year of study at an accredited Brazilian federal, state or private university, or (2) a Brazilian student entering as a first-year student, who graduated from either the Escola Americana, Rio de Janeiro, the Escola Graduada de Sao Paulo, or Pan American Christian Academy.

Miller-Dewey Scholarship Fund: The income from a bequest by the Rev. Adam B. Miller (1873) is awarded to a deserving student.

Rev. William J. Miller (1903) Scholarship Fund: The income from a bequest by Mary Willing Miller is awarded to worthy young persons. Preference is given to students preparing for the Lutheran ministry and especially to those from Tabernacle Evangelical Lutheran Church, Philadelphia, Pennsylvania.

M. Scott and Margaret A. Moorhead Scholarship Fund: The income from the fund is awarded to a student with a strong interest in music, preference is given to a student with interest to continue piano or organ instruction.

Charles D. Moyer (1957) Scholarship Fund: The income from a fund contributed by Charles D. Moyer, his family, and friends is awarded to worthy and promising students in need of scholarship aid. Preference is given to students who can contribute to the ethnic and intercultural environment of the College.

Musselman Scholarship Fund: The income from a fund established by the Musselman Foundation, to be awarded to a deserving student, with preference given to sons or daughters of employees of the Musselman Fruit Product Division, Pet Incorporated.

Arthur B. Myers and Marion V. Myers Scholarship Fund: The income from a bequest is awarded to financially needy and deserving students of good moral character.

Albert C. and Linda Neumann Endowment Fund: The income from a fund established by Albert C. Neumann (1964) is awarded to one or more worthy

and promising students, with preference given to students with an interest in pursuing a career in the health sciences.

John Spangler Nicholas (1916) Scholarship Fund: The income from a bequest by John Spangler Nicholas is awarded to a member of the junior or senior class of sterling character and high intellectual ability in the field of biology, preferably zoology.

Henry B. Nightingale (1917) Scholarship Fund: The income from the fund is awarded to worthy students who have successfully completed their first two years at the College.

Patrick F. Noonan (1965) Scholarship Fund: The income from the fund established by Patrick and Nancy Noonan will be awarded to one or more worthy and promising students who are in need of scholarship aid. Preference will be given to the student or students who, beyond academic and personal qualifications, are majoring in management and have demonstrated leadership ability through active participation and excellent performance in extracurricular activities.

Edward J. Nowicki, Jr. (1935) and Christine M. Nowicki Scholarship Fund: The income from the fund is awarded to one or more worthy and promising students.

John and Pamela O'Leary Scholarship Fund: The income from the fund is awarded to a worthy and promising student.

Nellie Oller and Bernard Oller Memorial Scholarship Fund: The income from a bequest by Ida R. Gray in memory of her daughter and son-in-law is awarded to a deserving student, preference being given to a Lutheran applicant from Waynesboro, Pennsylvania.

One in Mission Scholarship Fund: The income from a fund established by the One in Mission Campaign of the Evangelical Lutheran Church in America is awarded to worthy and deserving students, with preference for students who are Lutheran.

Lovina Openlander Scholarship Fund: The income from the fund is awarded to needy and deserving students.

Thomas O. Oyler Scholarship Fund: The income from a fund provided by Thomas O. Oyler, Sr., and his wife, Janet B. Oyler, in honor of their children, Thomas O. Oyler, Jr., Jane A. Oyler, Jerome P. Oyler, William J. Oyler (1977), and Susan T. Oyler (1985), to be awarded annually to a deserving Pennsylvania student

whose major is management or German, with elective courses in the other field of study.

C. Eugene Painter Scholarship Fund: The income from a fund established by C. Eugene Painter (1933) is awarded to one or more worthy and promising students, with preference given to students majoring in chemistry.

Lillian M. and William H. Patrick, Jr. (1916) Scholarship Fund: The income from a bequest by William H. Patrick, Jr. is awarded on a competitive basis to students with musical ability, who demonstrate financial need.

C. Gloria Paul Scholarship Fund: The income from a bequest is awarded to graduates of Weatherly Area High School who need financial assistance.

Willard S. Paul Scholarship Fund: The income from a fund contributed in his honor by friends of the College on the occasion of President Paul's retirement and thereafter awarded to a deserving student.

Martin L. Peters (1913) and Martin F. Peters (1937) Scholarship Fund: The income from a bequest from the estate of Martin F. Peters is awarded to one or more worthy and promising students.

Earl G. Ports (1923) Scholarship Fund: The income from a fund provided by Horace G. Ports (1925) in memory of his brother is awarded to a worthy student, preferably in the field of physics.

Dr. and Mrs. Carl C. Rasmussen Scholarship Fund: The income from a fund donated by the Reverend Carl C. (1912) and Alma I. Rasmussen is awarded to a deserving student. Preference is given to a student preparing for the ministry in the Lutheran Church.

Rev. Clay E. Rice (1911) Scholarship Fund: The income from a fund established by Minnie Catherine Rice in honor of her husband, Rev. Clay E. Rice, is awarded to a student preparing for the ministry.

John S. and Luéne Rice Scholarship Fund: The income from a fund provided by Ellen F. and Luéne Rice, which is to be awarded to students of exceptional academic ability and outstanding promise of contributions to the College.

James A. Rider (1942) Scholarship Fund: The income from a fund established by James A. Rider is awarded to worthy and deserving students in financial need. Preference is to be given first to dependents of active

employees of Thermos Industries, Inc., of Raleigh, North Carolina; second, to students who compete in intercollegiate athletics; and third, to students who may be orphans.

Lawrence E. Rost (1917) Scholarship Fund: The income from a fund established by Jeanne Preus Rost in memory of her husband, Lawrence E. Rost, is awarded to deserving students, descendants of Charles A. Rost, Red Lion, York County, Pennsylvania, being given first consideration.

Philip P. Rudhart Scholarship Fund: The income from a bequest by Emma Bennix in memory of her brother is awarded to deserving male students.

Mary Sachs Scholarship Fund: The income from a fund established as a memorial to Mary Sachs is awarded to a needy and deserving student, preference given to a student in management whose interests are in retailing.

Charles Samph, Jr. Scholarship Fund: The income from a fund established by the friends and family of Charles Samph, Jr. is awarded to one or more worthy and promising students, with preference given to students who are involved in the campus Greek system, in the Reserve Officers Training Corps, and who major in mathematics.

Andrew C. Schaedler Foundation Scholarship: The income from a fund established as a memorial to Andrew C. Schaedler is awarded to worthy and needy students from Central Pennsylvania who graduated from a high school located in Dauphin, Lebanon, Cumberland, York, Franklin, Lancaster, Perry, Mifflin, Adams, Northumberland, or Huntingdon Counties.

Jeffrey M. Schissler (1971) Scholarship Fund: The income from a fund established by Melvin and Greta Schissler is awarded to a worthy and promising student with first preference given to a student majoring in Theatre Arts and second preference to a student majoring in English.

Calvin L. Schlueter Scholarship Fund: The income from a bequest by Calvin F. Schlueter is awarded to needy and promising students.

Scholarship for Community Service Leadership: The income from a fund established by Kenneth C. Lundeen is awarded to a first-year student and may be continued up to four years, preference is given to students who demonstrate an active interest in voluntary community service.

Brent Scowcroft Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Gregory Seckler (1965) Memorial Scholarship Fund: The income from a fund given by Mr. and Mrs. J. M. Arnold, Sr. in memory of Gregory Seckler is awarded to a deserving student, preference being given to an English major.

Ralph E. Sentz (1949) Scholarship Fund: The income from a fund provided by Ralph E. Sentz, loyal alumnus and member of the Board of Fellows of Gettysburg College, and his wife, Veronica, to be awarded annually to needy and deserving students, preference being given to those with disabilities.

Samuel Shaulis (1954) Memorial Scholarship Fund: The income from a fund established by Barry B. Wright (1955) and other friends and family of Samuel Shaulis is awarded to one or more worthy and promising students, with preference given to students who, beyond other academic and personal qualifications, have a special interest in extracurricular activities.

Joseph T. Simpson/Dwight D. Eisenhower Scholarship Fund: A fund established by the friends and colleagues of Joseph Simpson, the income of which shall be available to worthy and promising students in need of financial aid, with preference given to those students with exceptional leadership ability.

Edgar Fahs Smith (1874) Scholarship Fund: The income from a fund provided by Margie A. Smith in honor of her father, Edgar Fahs Smith, is given to a student recommended by the Chemistry Department.

Albert E. Speck (1927) Scholarship Fund: The income from the fund is awarded to a first-year student and may be continued up to four years.

Mary Ann Ocker Spital Scholarship Fund: The income from a bequest is awarded to a qualified male student.

Edward J. Stackpole Scholarship Fund: The income from a fund contributed by the friends of General Stackpole is awarded to a deserving student, preference being given to a student in American history interested in the Civil War.

Rev. Milton H. Stine (1877) and Mary J. Stine Memorial Scholarship Fund: The income from a fund provided by Dr. Charles M. A. Stine (1901) in memory of his parents is awarded to a preministerial student.

Earl K. Stock Scholarship Fund: The income from a bequest from Earl K. Stock (1919) is awarded to one or more needy and deserving students.

Bob (1933) and Betty Stockberger Scholarship Fund: The income from the fund is awarded to needy and promising students.

Strine-Manners Scholarship Fund: A fund established in honor and memory of Howard H. Strine, M.D. (1924), Virginia Manners Strine, Dana Whitman Manners and Elizabeth Manners. The income is awarded to two or more worthy and promising students.

F. Stroehmann Scholarship Fund: The income from a fund established by the family of F. Stroehmann is awarded to one or more needy and deserving students.

Dr. J.H.W. Stuckenberg Scholarship Fund: The income from a bequest by Dr. Stuckenberg is awarded to a qualified student.

Surdna Foundation Scholarship Fund: The income from a gift of the Surdna Foundation is awarded to students of exceptional academic ability and outstanding promise of contributions to the College.

Rev. Viggo Swensen (1931) and Martha Swensen Scholarship Fund: The income from the fund is awarded to a first-year student and may be continued up to four years.

Warren L. Swope (1943) Scholarship Fund: The income from a fund contributed by Warren L. Swope, a career diplomat, is awarded to a qualified student, preference being shown to students of American parentage who have spent a significant portion of their pre-college years abroad.

Raymond A. Taylor (1937) Scholarship Fund: The income from a fund established by Dr. and Mrs. Raymond A. Taylor is awarded to one or more worthy and promising students.

William J. (1929) and Ruth Krug Thomas (1928) Scholarship Fund: The income from a fund given by the Thomases in gratitude for the contribution the College has made toward the enrichment of their lives, to be given to worthy students, preferably English majors.

Colonel Walter K. Thrush Fund: The income from a fund provided by the estate of Edna L. Thrush in memory of her husband, Walter K. Thrush (1919), to assist a student who is a member of ATO Fraternity

endeavoring in the field of engineering, the recipient to be chosen by the Trustees of the College.

Robert and Donna Tillitt Scholarship Fund: The income from a fund established by Mr. and Mrs. Robert Tillitt is awarded to one or more needy and deserving students who have an interest in music.

Martin L. Valentine (1912) Scholarship Fund: The income from a bequest by Martin L. Valentine is awarded to a needy and deserving student majoring in chemistry.

Lloyd Van Doren Scholarship Fund: The income from a fund established by Tempie Van Doren is awarded to one or more needy and deserving students.

Parker B. Wagnild Scholarship Fund: The income from a fund contributed by alumni and friends of the Gettysburg College Choir is given to needy and deserving music students.

Parker B. and Helen D. Wagnild Music Scholarship Fund: The income from the fund is awarded to worthy and promising music students.

John G. Walborn (1937) Scholarship Fund: The income from a fund provided by John G. Walborn is given to needy and deserving students, preferably those majoring in economics or management.

Stuart Warrenfeltz Memorial Scholarship Fund: The income from a bequest by Ethel Warrenfeltz McHenry in memory of her son Stuart Warrenfeltz is awarded to a worthy young man, preference being given to students from Funkstown, Washington County, Maryland.

Dr. Rufus B. Weaver (1862) Scholarship Fund: The income from a bequest by Dr. Weaver is awarded to deserving students.

Rev. David Sparks Weimer and Joseph Michael Weimer/Dwight D. Eisenhower Scholarship Fund: A fund initiated by Mrs. Ralph Michener, daughter and sister of David and Joseph Weimer, the income of which will be awarded to worthy and promising students in need of scholarship aid.

Senator George L. Wellington Scholarship Fund: The income from a bequest by Mr. Wellington is awarded to a deserving Lutheran preministerial student.

Mary E. Werner Scholarship Fund: The income from a bequest to Gettysburg College from the estate of Mary E. Werner is awarded to a preministerial

student, with preference given to students from Glen Rock, Pennsylvania, or York County, Pennsylvania.

Richard C. Wetzel Scholarship Fund: The income from a fund contributed by Richard C. Wetzel is awarded to a deserving and needy student.

Stella Moyer Wible (1927) Scholarship Fund: The income from a fund established by Helen A. Moyer is awarded to worthy and promising students with an outstanding record of academic achievement.

Bertram M. Wilde Scholarship Fund: The income from a fund established by members of the family of Bertram M. Wilde is awarded to worthy and promising students, with preference given to students who have demonstrated superior character and industry as well as diverse interests and active participation in extracurricular as well as academic affairs.

Jeremiah A. Winter and Annie C. Winter Memorial Scholarship Fund: The income from a fund contributed by Amelia C. Winter in memory of her parents is granted to a needy and deserving student.

Woman's League Scholarship Fund: The income from a fund established by the Woman's General League of Gettysburg College to be awarded to needy and promising students.

Peter W. Wright Scholarship Fund: The income from a fund established by LT COL Peter W. Wright, USAF (RET) is awarded to one or more worthy students, with preference being given to students who have an interest and involvement in extracurricular activities and are members of Alpha Tau Omega Fraternity.

John T. Ziegler, DDS, (1952) Pre-Dental Scholarship Fund: The income from the fund is awarded to one or more worthy pre-dental students. First priority shall be for the junior or senior student who has achieved the highest academic standing and who has applied to a United States dental school to pursue a DDS or DMD degree.

Dr. John B. Zinn Scholarship Fund: The income from a fund established by the Class of 1941 is awarded to talented students pursuing a science education.

John B. Zinn Scholarship Fund: A fund established by friends and former students of Professor John B. Zinn, former Chairman of the Chemistry Department, to provide support for promising students who demonstrate need, with preference given to students preparing for fields associated with the healing arts.

Loan Funds for Students

Edward Anderson (1955) and Patricia Anderson Loan Fund: A fund established by Edward and Patricia Anderson to provide loans to Lutheran students who have exhibited creative and entrepreneurial tendencies as determined by reference to their extracurricular and employment activities while in high school and through their activities at Gettysburg College.

Milton T. Nafey and Mary M. Nafey Student Loan Fund: A bequest from the estate of Mary M. Nafey provides a fund for student loans.

Eva R. Pape Student Loan Fund: A loan program made available by a bequest from the estate of Eva R. Pape of Gettysburg, Pennsylvania, to be assigned to students of high promise and financial need.

David Forry Powers Loan Fund: A fund established by Catherine N. Maurer in memory of her nephew, David Forry Powers (1962) to provide loans to worthy and promising students who demonstrate financial need.

Other Aid for Student Scholarships

AAL Lutheran Campus Scholarship: Aid Association for Lutherans makes available scholarship funds each year to assist needy students who hold membership with the Association. Selection of recipients is made by the College.

Frank D. Baker Scholarship: An award available to aid worthy students in immediate need. Selection of recipients is made by the College.

Frank L. Daugherty (1922) Scholarship: The income from a trust established by Frank L. Daugherty is awarded to a deserving York County resident who would not otherwise be able to attend Gettysburg College for a lack of finances. The recipient is selected by the College.

Dwight D. Eisenhower/Conrad N. Hilton Scholarship: The income from funds received from the Conrad N. Hilton Foundation are used to support the tuition cost for a semester of study abroad for one student per year. The scholarship will be competitively awarded to a student who shows through career aspirations and corresponding curriculum choices, an appreciation of the role that travel, global trade, and cross-cultural exchange can play in fostering international understanding.

W. Emerson Gentzler (1925) Scholarship: The income from a trust established by W. Emerson Gentzler is

awarded to deserving students, with preference given to members in good standing of one of the 4-H Clubs of York County, Pennsylvania.

William L. and Philip H. Glatfelter Memorial Scholarship: The income from a fund established by Elizabeth G. Rosenmiller is awarded to a first-year student and may be continued up to four years.

R. M. Hoffman Memorial Scholarship Fund: The income from a trust established by Margaret L. Hoffman in memory of her father is awarded annually as part of the Dwight D. Eisenhower Scholarship Program.

Dean W. Hollabaugh Scholarship: The income from a trust is awarded to one or more students who merit financial assistance.

Lutheran Brotherhood Lutheran Senior College Scholarship: The scholarships are awarded to Lutheran students who will begin their first year of post-secondary study at Gettysburg College. Recipients are selected by Gettysburg College on the basis of scholastic achievement, religious leadership, and financial need.

Lutheran Brotherhood Members' Scholarship Program: Established to assist Lutheran Brotherhood members attending accredited post-secondary institutions. Information is available from Lutheran Brotherhood, 625 Fourth Avenue South, Minneapolis, Minnesota 55415.

Guy L. Moser Scholarship: Mr. Guy L. Moser established a trust fund to support grants to students from Berks County, Pennsylvania who are majoring in history or political science and who rank in the upper third of their class. Applications for these grants should be made directly to Mr. Richard V. Grimes, Hamilton Bank, 515 Penn Street, Reading, Pennsylvania 19603.

Charlotte L. Noss Scholarship: The income from a trust established by Charlotte Noss is awarded to a deserving female student from York County, Pennsylvania who will not otherwise be able to attend Gettysburg College for a lack of finances. The recipient is selected by the College.

Ernest D. Schwartz (1916) Scholarship: The income from a fund established in memory of Ernest D. Schwartz is awarded to a needy and worthy student. The recipient is selected by the College.

Weaver-Bittinger Classical Scholarship: The income from a trust created by Rufus M. Weaver (1907) is awarded to a needy and deserving student(s) who has

demonstrated outstanding academic achievement. Recipients are selected by Gettysburg College.

Weaver Classical-Natural Science-Religion Scholarship: The income from a trust created by Rufus M. Weaver (1907) is awarded to a deserving student pursuing a classical, natural science, or religion course of instruction. Recipients are selected by Gettysburg College.

Rufus M. Weaver Mathematical Scholarship: The income from a trust created by Rufus M. Weaver (1907) is awarded to deserving students pursuing a mathematical course of instruction. Recipients are selected by Gettysburg College.

Yocum Family Scholarship: The income from a trust established by James H. Yocum is awarded to one or more deserving students.

State and Federal Grant Programs

Federal Pell Grant: A federal grant program to enable students to attend colleges and universities; and is available to students with the highest levels of need. Application for this grant is through the Free Application for Federal Student Aid.

Pennsylvania Higher Education Grant: An award given to students who are residents of Pennsylvania, selected on the basis of financial need. Information on these grants should be acquired from the secondary school guidance office.

There are other states with scholarships and/or grant programs. The states which have most recently made grant awards to students attending Gettysburg College are Connecticut, Delaware, Maine, Maryland, Massachusetts, Ohio, Rhode Island, Vermont, West Virginia, and the District of Columbia. Further information may be available at secondary school guidance offices.

State and Federal Loan Programs

Federal Stafford Loan: These programs allow the student to borrow directly from a bank, savings and loan association or other participating lender. First-year students may borrow \$2,625; that increases to \$3,500 during the second year, and third and fourth-year students are eligible to borrow up to \$5,500; maximum total borrowing for all undergraduate study is \$23,000. The rate of interest for these loans is set at the bank equivalent rate for 91-day Treasury bills plus 3.10%. New rates will be announced each July 1 for the entire year, and rates of interest cannot exceed 8.25%. The rate of interest until July 1995 is 7.43%.

Federal Parent Loan for Undergraduate Study: Parents of dependent undergraduate students may borrow through the PLUS Loan Program to help finance educational costs. The maximum loan per year is limited to the cost of education minus other aid that the student has received. Repayment begins within 60 days of loan funds being advanced and the maximum repayment period is 10 years. Interest rates will be set on July 1 on the basis of Treasury bills plus 3.10%, but not to exceed 9%. Applications for the PLUS Loan are made through any participating bank or other lending agency. The interest rate until July of 1995 is 8.38%. PLUS Loans are disbursed on a co-payable basis to the borrower and the College.

PLATO Loan Program

The College has affiliated with PLATO through University Support Services of Herndon, Virginia. Loans of \$1,500 to \$25,000 per year are offered to students and/or parents. Repayment of principal and interest normally begins within thirty days of borrowing, but student loans can be deferred (repayment of interest only) while enrolled in College. Applications are available through the Office of Financial Aid.

Other Education Loans

In addition to PLATO, there are other student/parent loan plans for education. One such option is EXCEL through Nellie Mae and the Education Resources Institute. EXCEL offers loans of up to \$20,000 per year, with a maximum twenty-year repayment period.

A similar plan is offered through TERI Loans. Both programs are based in Massachusetts, but are national in scope. More information is available through the Office of Financial Aid.

Tuition Payment Plans

See page 183 in the Comprehensive Academic Fee Plan section.

Financial Aid for Off-Campus Study

Financial aid is available for programs of off-campus study (both domestic and study abroad) which are approved by the Academic Standing Committee. College Grant and Loan funds will normally be awarded for a maximum of two semesters of off-campus study through College-affiliated programs only.

International students are not eligible to receive College-funded financial aid for study abroad, except as documented to meet academic program requirements.



GETTYSBURG

Register

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(1) The dates following the names indicate years of previous service and the beginning year of present service on the Board of Trustees.

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HERMAN G. STUEMPFLE, JR.

Gettysburg, Pennsylvania

JAMES I. TARMAN

State College, Pennsylvania

CHARLES W. WOLF

Gettysburg, Pennsylvania

IRVIN G. ZIMMERMAN

Swarthmore, Pennsylvania

Jean C. Alfreds 1989-

Executive Assistant to the President
A.S., Jackson Community College
B.S., Michigan State University

David J. Cowan 1965-

Executive Assistant to the President
B.S., University of Texas - Austin; M.A., University of Texas - Austin; Ph.D., University of Texas - Austin

Janet Morgan Riggs 1991-

Assistant to the President
B.A., Gettysburg College; M.A., Princeton University; Ph.D., Princeton University

Salvatore Ciolino 1971-

Director for Institutional Analysis
B.A., State University of New York at Geneseo;
M.S., State University of New York at Albany;
D.Ed., Nova University

Charles W. Winters 1989-

Director of Intercollegiate Athletics
B.S., M.Ed., Bowling Green State University

Thomas L. Bachman 1991-

Assistant Soccer Coach
West Chester State College

Jack Bream 1992-

Orange and Blue Club Executive Director
B.S., Gettysburg College;
M.A., Western Maryland College

John W. Campo 1985-

Head Coach/Baseball, Assistant Coach/Football
B.S., University of Delaware; M.S., Queens College of the City University of New York

Michael P. Cantele 1990-

Athletic Trainer Certified
B.A., Gettysburg College;
M.S., Old Dominion University

Robert T. Condon 1993-

Head Coach/Cross Country, Track & Field
B.A., Olivet College
M.E.D., Miami University at Oxford

Casey Counsellor 1991-

Part-time Coach

Carol E. Daly 1992-

Coach/Field Hockey & Lacrosse
B.P.E., Gettysburg College;
M.P.E., Miami University at Oxford

Ellis L. Diviney 1986-

Part-time Coach

Administration

(1994-1995 Academic Year)

President

Gordon A. Haaland 1990-

A.B., Wheaton College;
Ph.D., State University of New York at Buffalo

Joseph D. Donolli 1971-
Athletic Trainer Certified
B.S., University of Delaware;
M.Ed., Temple University

Patricia M. Dornisch 1994-
Asst. Women's Basketball Coach

Doreen M. Drexel 1984-
Coordinator of Women's Athletics
Head Coach/Women's Volleyball
B.S., M.S., Frostburg State University

Christian M. Dreyer 1994-
Assistant Soccer Coach
B.S., Gettysburg College

Beth D. Elbon 1993-
Graduate Assistant, Women's Basketball and
Softball Coach; HPE Teacher
B.A., Gettysburg College

Thomas Flaherty 1990-
Assistant Basketball Coach
B.S., East Stroudsburg University

Sara E. Hatfield 1994-
Assistant Field Hockey Coach

Henry Janczyk 1987-
Head Coach/Lacrosse
B.A., Hobart College; M.A., Albany State University

Robert B. Kenworthy 1965-
Director of Sports Information

Michael T. Kirkpatrick 1989-
Head Coach/Women's Basketball
Head Coach/Women's Softball
A.A., Community College of Allegheny - Boyce
Campus; B.S., University of Pittsburgh at Johnstown

Stephen R. Koudelka 1993-
Assistant Lacrosse Coach
B.A., Gettysburg College

Cynthia D. Lein 1994-
Assistant Director
B.A., Gettysburg College

Wayne E. Mickley 1995-
Part-time Coach
B.S., Shippensburg University

James W. Page 1993-
Assistant Football Coach
B.A., Susquehanna University

Thomas A. Pajic 1994-
Assistant Football Coach
B.A., Bloomsburg University

George R. Petrie 1989-
Head Coach/Basketball, Head Coach/Golf
B.A., Lebanon Valley College;
M.Ed., University of Utah

William H. Pfitzinger 1991-
Head Coach/Women's Tennis
B.S., Roanoke College

Carla M. Privateer 1994-
Part-time Coach

Kimberly A. Rain 1992-
Assistant Volleyball Coach
B.S., Gettysburg College

Jon N. Ramsey 1995-
Part-time Coach
B.S., Slippery Rock

Camilla B. Rawleigh 1989-
Assistant Swimming Coach
B.A., University of North Carolina

Michael K. Rawleigh 1985-
Head Coach/Swimming
B.A., University of North Carolina at Chapel Hill;
M.S., Western Maryland College

Michael E. Sanders 1994-
Assistant Sports Info Director
B.A., Penn State University

Theodore J. Sawchuck 1991-
Assistant Football Coach
B.S., University of Akron

John F. Schmid 1990-
Assistant Coach/Football, Track & Field
B.S., Ursinus College

Aubrey L. Shenk 1991-
Assistant Cross Country Coach

Barry H. Streeter 1975-
Head Coach/Football
B.A., Lebanon Valley College;
M.S., University of Delaware

Ray E. Swartz 1993-
Assistant Wrestling Coach
B.S., Susquehanna University

Kara A. Tierney 1994-
Graduate Assistant (Athletics)
B.A., Amherst College

Todd D. Wawrousek 1990-
Head Coach/Women's Soccer
B.S., University of Pittsburgh;
M.Ed., Alfred University

Brian P. Wilkinson 1994-
Graduate Assistant (Athletics)
B.A., Wagner College

David H. Wilson 1989-
Head Coach/Wrestling, Assistant Coach/Lacrosse
B.A., Bowdoin College;
M.S., United States Sports Academy

Cindy T. Wright 1991-
Director of Campus Recreation
B.S., State University of New York at Cortland
M.S., University of Utah

David W. Wright 1986-
Head Coach/Soccer, Head Coach/Tennis
B.S., State University of New York at Cortland;
M.A., Brigham Young University

David A. Yoder 1993-
Graduate Assistant (Athletics)
B.S., Moravian College

Provost

L. Baird Tipson 1987-
Provost and Professor of Religion
A.B., Princeton University;
M.Ph., Ph.D., Yale University

Liliane Floge 1990-
Assistant Provost
B.A., City College of New York;
M. Phil., Ph.D., Columbia University

Barbara J. Herman 1975-
Executive Assistant

Elizabeth R. Lambert 1984-
Acting Assistant Provost
B.A., Duquesne University;
M.A., George Mason University;
Ph.D., University of Maryland College Park

G. Ronald Couchman 1967-
Registrar
B.A., Gettysburg College

Marilyn Hubbard 1990-
Coordinator of Off-Campus Studies and
International Student Affairs
B.A., Monmouth College (Illinois);
M.A., Southern Illinois University

Dennis R. Aebersold 1989-
Vice President for Information Resources
B.S., Occidental College; Ph.D., Brown University

Michael D. Martys 1990-
Director of Technical Operations (Computing)
B.S., M.S., Illinois Institute of Technology

Dean F. Duncan 1991-
Director of Information Technology
B.A., M.U.A., The University of North Carolina at
Charlotte; Ph.D., Emory University

David M. Czar 1994-
Member of the Technical Staff (Computing)
B.A., Drew University

Harry H. Sun 1994-
Programmer
B.S., Rensselaer Polytechnic Institute

Robin Wagner 1994-
Librarian

William P. Wilson 1979-
Software Support Coordinator (Computing)
B.A., Gettysburg College;
M.A., Ph.D., University of Connecticut

Tod M. Maki 1989-
Micro Support Coordinator (Computing)
Diploma, Duluth Business University;
B.S., University of Wisconsin - Superior

Joanne Golding 1994-
Intern (Computing Services)

Donald L. Kingston 1988-
Director of Telecommunications
B.S., American University

Martha M. Myricks 1991-
Microcomputer Support/Training
B.A., San Francisco State University

Willis M. Hubbard 1983-
College Librarian
B.A., Monmouth College (Illinois); M.S., University
of Illinois; M.A., Southern Illinois University

David T. Hedrick 1972-
Special Collections Librarian
B.A., Emory and Henry College;
M.A., University of Denver

S. Katherine Johnson 1989-
Assistant Technical Services Librarian
A.S., B.S., Ferrum College; M.S., Columbia University

Lee Alan Krieger 1989-
Technical Services Librarian
B.A., M.L.S., University of Pittsburgh

Mary G. McMahon 1993-
Associate Librarian for Information Technology
B.S., Temple University;
M.E.D., Edinboro State College

Mary L. Morris 1993-
User Instruction Librarian
B.A., St. Joseph's University; M.S., Drexel University

Anna Jane Moyer 1961-
Readers' Services Librarian
A.B., Susquehanna University;
M.S.L.S., Drexel University

Frances H. Playfoot 1971-
Assistant Readers' Services Librarian
B.A., The George Washington University;
M.S.L.S., Shippensburg University

Peter Stitt 1986-
Editor, THE GETTYSBURG REVIEW
Professor of English
B.A., M.A., University of Minnesota;
Ph.D., University of North Carolina-Chapel Hill

Emily R. Clarke 1991-
Managing Editor, THE GETTYSBURG REVIEW
B.A., University of North Carolina at Greensboro

Jeffery B. Mock 1991-
Assistant Editor, THE GETTYSBURG REVIEW
B.A., University of Iowa;
M.F.A., University of Alabama

Patrice J. Smith 1992-
Advisor to the Gettysburgian
Ed.M., Shippensburg University, Indiana University
of Pennsylvania

Glenn A. Snyder 1992-
Physics Research Associate/Programmer
B.S., Case Institute of Technology;
Ph.D., Case Western Reserve University

Barbara J. Streeter 1991-
Wellness Coordinator/Asst. Director of Campus
Recreation/Asst. Field Hockey Coach

Admissions/Financial Aid

Delwin K. Gustafson 1967-
Dean of Admissions
B.A., Augustana College (Illinois);
J.D., University of Nebraska Law School

Daniel A. Dundon 1972-
Associate Dean of Admissions
B.A., State University of New York at Buffalo;
M.A., Eastern Michigan University

Gail Sweezey 1983-
Associate Dean of Admissions
B.A., Allegheny College

Darryl W. Jones 1985-
Assistant Dean of Admissions
B.A., Pennsylvania State University

Susan C. Hill 1991-
Admissions Counselor
B.A., Gettysburg College

John M. Corona 1994-
Admissions Counselor
B.A., Southwestern University

Karen Long Kelley 1988-
Assistant Director of Admissions
B.A., Siena College

Jill K. Trott 1990-
Assistant Director of Admissions
B.S., College of William and Mary

David E. Trott 1988-
Assistant Director of Admissions
B.A., Gettysburg College

Ronald L. Shunk 1983-
Director of Financial Aid
B.A., M.Ed., Pennsylvania State University

Alisha H. Wechsler 1993-
Admissions Counselor
B.A., Vanderbilt University

John Z. Kelley 1992-
Assistant Director of Financial Aid,
Admissions Counselor
B.S., Alfred University; M.S., Syracuse University

College Life

Julie L. Ramsey 1981-
Dean of the College
B.A., Denison University; M.A., Indiana University

Dennis Murphy 1990-

Associate Dean of the College
B.A., Saint Francis College (Pennsylvania);
M.S., Shippensburg University of Pennsylvania;
Ed.D., Indiana University

Margaret-Ann Radford-Wedemeyer 1986-

Associate Dean of the College
B.A., Texas Women's University; M.A., Hood College

Robert C. Nordvall 1972-

Acting Dean of First Year Students
B.A., DePauw University; J.D., Harvard Law School;
Ed.D., Indiana University

Anne B. Lane 1989-

Dean of Academic Advising
B.A., Elizabethtown College; M.A., University of Iowa

Timothy M. Dodd 1990-

Associate Dean of Academic Advising
B.A., Fordham University; M.A., Fordham University

Parker C. Johnson 1992-

Dean of Intercultural Resources
B.A., Williams College; Ed.M. in Administration,
Planning and Social Policy, Harvard University

Antionette W. Bowie 1993-

Associate Dean of Intercultural Advancement
B.A., Mississippi State University; M.A., Hood College

Yukiko K. Niïro 1986-

Development of Special Education
B.A., University of Hawaii; M.A., University of Hawaii

Jane Aebersold 1993-

Visiting Fellow
B.A., Tulane University; M.A., Alfred University

Bonnie E. Lightcap 1994-

Director of Advancement Services
B.A., Susquehanna University

Ronald D. Miller 1993-

Acting Director of Field Experience
B.S., Shippensburg University;
M.Ed., Penn State University

Deborah M. Wailes 1991-

Director of Career Services
B.A., Wilmington College; M.H.S., Lincoln University

Eugene Durkee 1990-

Assistant Director of Career Services
B.A., Rutgers College, Rutgers University;
M.T.S., Boston University of Theology

Patricia A. Taylor 1994-

Project Assistant (Career Services)
B.A., Gettysburg College

Frederick Kinsella 1991-

Director of Student Health Services
B.S., Wagner College; M.S., Wagner College;
Post-Master's Certificate, University of Virginia

Constance Songer 1986-

Nurse Practitioner
R.N., Washington Hospital Center

Ann P. Tanfani 1992-

Nurse Practitioner
B.A., Gettysburg College; M.A., Vanderbilt University

William H. Jones 1964-

Coordinator of Counseling
B.A., Eastern Nazarene College; M.A., University
of Wisconsin; Ed.D., Boston University

Frances Parker 1980-

Counseling Psychologist
B.A., M.A., University of Kentucky

Harriet Barriga Marritz 1989-

Counselor/Drug Education Coordinator
B.A., Lafayette College;
M.S., Millersville University of Pennsylvania

Lois A. Armor 1988-

Counselor
B.A., Gettysburg College

Meridith Moran 1992-

Director of Student Activities/College Union
B.A., University of Kentucky; M.S., Indiana University

Barry R. Noel 1987-

Director of College Stores

Thomas S. Dombrowsky 1991-

Director of Greek Organizations/
Asst. Dean of the College
B.A., University of Rhode Island;
M.A., Morgan State University

Beth E. Bailey 1993-

Assistant Director of Residence Life
M.S., Alfred University

Susanne E. Nicholson 1991-

Assistant Director of Residence Life
B.S., James Madison University;
M.S., Miami University

Timothy P. Rupe 1992-

Director of Residence Hall Programs

B.S., Susquehanna University;

M.S., Shippensburg University

Lynn Collins 1992-

Assistant Director of Student Activities

B.S., University of Vermont; M.A., Boston College

Karl J. Mattson 1977-

Director, Center for Public Service

B.A., Augustana College (Illinois); B.D., Augustana

Theological Seminary; S.T.M., Yale Divinity School

Nadine F. Lehr 1992-

Chaplain

B.A., Concordia College; M.Div., Yale Divinity School

Josephine L. Freund 1991-

Chapel Organist

B.Mus., M.Mus., Peabody Conservatorium;

B.S., John Hopkins University

Lawrence J. Hemler 1993-

Catholic Campus Minister

Alice Redding

Catholic Campus Minister

Maureen E. Waller 1994-

Christian Education Coordinator

B.S., Marywood College

Finance and Administration

Jennie L. Mingolelli 1993-

Treasurer

B.A., M.A., Ph.D., Syracuse University

Michael S. Malewicki 1976-

Assistant Treasurer

B.A., Gettysburg College; M.S., Shippensburg Univ.

of Pennsylvania; M.B.A., Mt. St. Mary's College

Katherine C. McGraw 1988-

Controller

A.A., Harrisburg Area Community College;

A.B., Grove City College

Cheryl L. Miller 1994-

Director of Financial Planning and Budget

B.S., Dickinson College; M.A., Columbia University

Jane D. North 1992-

Director of Human Resources

B.S., Miami University at Oxford

Timon K Linn 1985-

Director of Safety and Security

David M. Swisher, II 1970-

Director of Physical Facilities

David Barbour 1994-

Director of Facilities

John V. Myers 1978-

Director of Dining Services

B.S., University of Scranton

James R. Biesecker 1983-

Conference & Vending Manager

B.S., Mt. St. Mary's College

Gary C. Brautigam 1991-

Executive Chef

Culinary Cert., American Culinary Fed.

Connie R. Bucher 1983-

Manager of Housekeeping Services

Linda S. Krafft 1987-

Catering Manager

Charles W. Lovett 1988-

Purchasing Manager

B.S., St. Francis College of PA

Clara L. Newell 1992-

Dining Room Manager

Matthew B. Nolin 1992-

Sous Chef

A.A., International Culinary Arts Institute

Peter C. North 1992-

Hotel Food & Beverage Manager

B.S., Slippery Rock State College

Alfredo M. Pina 1962-

Morning Kitchen Supervisor

Kaye A. Robison 1991-

Cash Operations Manager

College Relations

Lex O. McMillan, III 1993-

Vice President for College Relations

B.A., Washington & Lee University; M.A., Georgia

State University; Ph.D., University of Notre Dame

William T. Walker, Jr. 1989-

Associate Vice President for Public Relations

B.A., M.A., University of Virginia

Peggy H. Hair 1994-

Director of Foundation and Corporate Giving

Jean S. LeGros 1991-
Director of Alumni Relations
B.A., Gettysburg College

Robert D. Smith 1965-
Sr. Reunion Gift Office &
Assoc. Director of Development
B.S., Gettysburg College; M.A., Penn State University
M.S., Shippensburg University of Pennsylvania

Susan Bryant 1989-
Associate Editor/Publications Coordinator
B.A., Bryn Mawr College;
Francais Diplome, International School of Geneva

Mary E. Dolheimer 1991-
Assistant Director of Public Relations
B.S., Indiana University of Pennsylvania

Tina M. Fair 1980-
Program Manager

Brian H. Hargrove 1993-
Assistant Director of Capital Giving
B.A., Gettysburg College

Constance R. Heiland 1991-
Associate Director of Gift Planning
B.A., Miami University; M.A., Miami University;
J.D., University of Dayton

John M. McAndrew 1992-
Associate Director of Public Relations
B.A., King's College

Thomas A. McNamee 1994-
Associate Vice President For College Relations
and Director of Capital Giving

M. Catherine Norris 1993-
Assistant Director of Alumni Relations
B.A., Gettysburg College;
M.A., George Washington University

Melissa A. Ratherdale 1993-
Annual Fund Staff Associate
B.A., Gettysburg College

Mark A. Stuart 1994-
Director of Annual Giving
B.A., Albion College; M.S., Western Maryland
College

Paula Thomas 1991-
Associate Director of Development/
Corporate and Foundation Grants
B.A., University of Pennsylvania;
M.E.D., Temple University

Dora L. Townsend 1990-
Community Services Coordinator

Ellen M. Urbanski 1994-
Associate Director of Annual Giving
B.A., Hood College

Jerold Wikoff 1984-
Senior Editor
B.A., Stanford University; M.A., Stanford University;
Ph.D., Stanford University

Others

Gregory J. Anderson 1994-
Teacher Specialist
B.A., St. Bonaventure University

Marigrace Bellert
Director of the Central Pennsylvania Consortium

Rhonda Good 1990-
Research Assistant (Physics)
B.A., Millersville University

The Faculty (1994-1995 Academic Year)

Gordon A. Haaland 1990-
President and Professor of Psychology
A.B., Wheaton College; Ph.D.,
State University of New York at Buffalo

L. Baird Tipson 1987-
Provost and Professor of Religion
A.B., Princeton University;
M.Ph., Ph.D., Yale University

Emeriti

Paul Baird 1951-1985
Professor of Economics, Emeritus
B.A., M.A., Pennsylvania State University

Guillermo Barriga 1951-1981
Professor of Romance Languages, Emeritus
B.S., Columbian Naval Academy; M.A., Middlebury
College; Ph.D., University of Madrid

Neil W. Beach 1960-1993
Professor of Biology, Emeritus
B.S., M.S., Ph.D., University of Michigan

F. Eugene Belt 1966-1988
Professor of Music, Emeritus
A.B., Western Maryland College;
M.A., New York University

A. Bruce Boenau 1957-1991

Professor of Political Science, Emeritus

A.B., Amherst College;

A.M., Ph.D., Columbia University

Lois J. Bowers 1969-1992

Coordinator of Women's Athletics and

Professor of Health and Physical Education, Emerita

B.S., Temple University;

M.Ed., Western Maryland College

Jay P. Brown 1947-1988

Bursar, Emeritus

Certificate, American Institute of Banking

Mary G. Burel 1970-1986

Librarian Emerita

B. A., University of Oklahoma;

M.S.L.S., Florida State University

Albert W. Butterfield 1958-1972

Professor of Mathematics, Emeritus

B.S., United States Naval Academy;

M.S., University of Michigan

John F. Clarke 1966-1989

Professor of English, Emeritus

B.A., Kenyon College; M.A., Stanford University

Theodore C. Daniels 1954-1987

Professor of Physics, Emeritus

B.A., Oberlin College; Ph.D., Syracuse University

Helen H. Darrah 1961-1977

Professor of Biology, Emerita

B.S., M.S., University of Pittsburgh

Harold A. Dunkelberger 1950-1983

Professor of Religion, Emeritus

B.A., Gettysburg College; B.D., Lutheran Theological

Seminary, Gettysburg; Ph.D., Columbia University;

D.D., Susquehanna University

Lewis B. Frank 1957-1986

Professor of Psychology, Emeritus

B.S., Franklin and Marshall College;

M.A., Johns Hopkins University

Edwin D. Freed 1948-1951, 1953-1986

Professor of Religion, Emeritus

B. A., Gettysburg College; B.D., Lutheran Theological

Seminary, Gettysburg; Ph.D., Harvard University

Robert H. Fryling 1947-50, 1958-87

Professor of Mathematics, Emeritus

B.A., Gettysburg College;

M.S., Ph.D., University of Pittsburgh

Charles H. Glatfelter 1949-1989

Professor of History, Emeritus

B.A., Gettysburg College;

Ph.D., Johns Hopkins University

Gertrude G. Gobbel 1968-1989

Professor of Psychology, Emerita

B.S., Pennsylvania State University;

M.S., University of Illinois; Ph.D., Temple University

Roland E. Hansen 1973-1989

Business Manager, Emeritus

B.A., Nebraska Wesleyan University

J. Richard Haskins 1959-1988

Professor of Physics, Emeritus

B.S., University of Texas; Ph.D., Ohio State University

John T. Held 1960-1988

Professor of Education, Emeritus

B.A., Gettysburg College; M.A., Columbia University;

M.S., University of Illinois

Caroline M. Hendrickson 1959-1984

Professor of Spanish, Emerita

A.B., Wellesley College; M.A., Columbia University

Thomas J. Hendrickson 1960-1988

Professor of Physics, Emeritus

B.S., M.S., University of Michigan;

Ph.D., Iowa State University

Leonard I. Holder 1964-1994

Professor of Mathematics, Emeritus

B.S., M.S., Texas A & M University;

Ph.D., Purdue University

Wade F. Hook 1967-1989

Professor of Sociology and Anthropology, Emeritus

A.B., Newberry College; B.D., Lutheran Theological

Southern Seminary; M.A., University of

South Carolina; Ph.D., Duke University

Robert T. Hulton 1957-1989

Director of Intercollegiate Athletics and Professor

of Health and Physical Education, Emeritus

B.A., Grove City College

R. Eugene Hummel 1957-1987

Coach and Professor of Health and

Physical Education, Emeritus

B.A., Gettysburg College; M.A., Columbia University

Chester E. Jarvis 1950-1980

Professor of Political Science, Emeritus

A.B., M.A., University of California, Berkeley;

Ph.D., University of Pennsylvania

Grace C. Kenney 1948-1987

Professor of Health and Physical Education, Emerita
B.S., New York University; M.A., Columbia University

Arthur L. Kurth 1962-1983

Professor of French, Emeritus
B.A., Yale College; Ph.D., Yale University

Jack S. Locher 1957-1987

Professor of English, Emeritus
M.A., University of Chicago;
Ph.D., University of Pennsylvania

Nancy C. Locher 1968-1988

Dean of Student Advisement, Emerita
B.A., Mary Baldwin College;
M.A., University of North Carolina

Rowland E. Logan 1958-1988

Professor of Biology, Emerita
A.B., University of California, Los Angeles;
M.S., Ph.D., Northwestern University

Richard T. Mara 1953-1989

Professor of Physics, Emeritus
B.A., Gettysburg College;
M.S., Ph.D., University of Michigan

Edward F. McManness 1970-1988

Director of the College Union, Emeritus
B.S., M.S., East Texas State University;
M.B.A., Mount Saint Mary's College

M. Scott Moorhead 1955-1981

Professor of Mathematics, Emeritus
B.S., M.A., Washington and Jefferson College;
Ph.D., University of Pittsburgh

Ruth E. Pavlantos 1963-1988

Professor of Classics, Emerita
B.A., College of Wooster;
M.A., Ph.D., University of Cincinnati

James D. Pickering 1954-1988

Professor of English, Emeritus
A.B., A.M., Wesleyan University;
Ph.D., Columbia University

James H. Richards, Jr. 1974-1983

Librarian Emeritus
B.A., Wesleyan University; B.S.L.S., Columbia
University; M.A., Wesleyan University

Katherine K. Taylor Rood 1947-1966

Professor of English, Emerita
B.A., University of Oregon

Russell S. Rosenberger 1956-1981

Professor of Education, Emeritus
B.S., Geneva College;
M.Litt., Ed.D., University of Pittsburgh

Calvin E. Schildknecht 1959-1979

Professor of Chemistry, Emeritus
B.S., Gettysburg College;
Ph.D., Johns Hopkins University

Henry Schneider, III 1964-1981

Professor of German, Emeritus
A.B., M.A., Ph.D., Princeton University

W. Richard Schubart 1950-1981

Professor of Philosophy, Emeritus
A.B., Dartmouth College; A.M., Columbia University

Walter J. Scott 1959-1984

Professor of Physics, Emeritus
B.A., Swarthmore College; M.S., Lehigh University

Jack Douglas Shand 1954-1984

Professor of Psychology, Emeritus
B.A., Amherst College; M.A., Harvard University;
Ph.D., University of Chicago

Howard Shoemaker 1957-1985

Professor of Health and Physical Education, Emeritus
B.A., Gettysburg College; M.A., Columbia University

James F. Slaybaugh, Jr. 1964-1989

Professor of Education, Emeritus
A.B., Roanoke College;
M.Ed., Pennsylvania State University

Charles A. Sloat 1927-1968

Professor of Chemistry, Emeritus
B.S., Gettysburg College; M.A., Haverford College;
Ph.D., Princeton University

John R. Stemen 1961-1994

Professor of History, Emeritus
B.A., Yale University; M.A., Ph.D., Indiana University

Janis Weaner 1957-1985

Professor of Spanish, Emerita
B.A., Mary Washington College of the University of
Virginia; M.A., New York University

Dexter N. Weikel 1962-1988

Professor of Music, Emeritus
B.S., Susquehanna University; M.A., Pennsylvania
State University; D.M.A., Peabody Conservatory of
Johns Hopkins University

Conway S. Williams 1949-1980
Professor of Economics and
Business Administration, Emeritus
A.B., Columbia University;
M.S., Columbia University School of Business

Frank B. Williams 1966-1993
Dean of Student Life and
Educational Services, Emeritus
B.A., M.A.T., Wesleyan University;
Ed.D., University of Pennsylvania

Richard K. Wood 1969-1990
Director of Academic Computing, Emeritus
B.A., Earlham College;
M.S.(2), University of Wisconsin

Current Faculty

James D. Agard 1982-
Associate Professor of Art
B.S., The State University of New York at New Paltz;
M.F.A., Rutgers University

Randolph R. Aldinger³ 1989-
Associate Professor of Physics
B.S., Arizona State University;
Ph.D., University of Texas at Austin

Marie-Jose M. Arey 1988-
Assistant Professor of French
B.A., M.A., University of Florida;
Ph.D., Duke University

Charlotte E. S. Armster 1984-
Associate Professor of German,
Department Chairperson
B.A., Eastern Michigan University;
M.A., Middlebury College; Ph.D., Stanford University

Martha E. Arterberry 1989-
Assistant Professor of Psychology
B.A., Pomona College; Ph.D., University of Minnesota

Bela Bajnok 1993-
Assistant Professor of Mathematics
M.Ed., Eötvös University (Hungary);
M.S., Ph.D., Ohio State University

Deborah H. Barnes 1992-
Assistant Professor of English
B.A., Tuskegee Institute; M.A., North Carolina
Agriculture & Technical State University;
Ph.D., Howard University

Edward J. Baskerville 1956-
Professor of English
B.S., Lehigh University;
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B.S.E.D., M.A., Millersville University

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M.A., Morgan State University

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B.A., Lycoming College

Christian Dreyer

Part-time Assistant Men's Soccer Coach
B.S., Gettysburg College

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M.B.A., The Wharton School, University of
Pennsylvania

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Basketball/Softball Coach
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B.A., Haverford College; M.S., Georgetown
University; Doctorate, Universite de Grenoble

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of Pennsylvania; Ph.D., University of Houston

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B.A., The City College of New York;
M. Phil., Ph.D., Columbia University

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Johns Hopkins University

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B.S., M.Ed., Shippensburg University of
Pennsylvania;
Ed.D., University of Maryland

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Peabody Conservatory of Johns Hopkins University

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M.A., University of Maryland, College Park

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B.A., Gettysburg College

Trudi E. Griffo

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B.A., Hood College;
M.S., Georgetown University Graduate School

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B.S., Lock Haven University of Pennsylvania;
M.A., University of Maryland, College Park

James E. Johnson

Instructor in African American Studies
A.A.S., Gloucester County College; B.A., Glassboro
State College; M.A., University of Pennsylvania

Darryl Jones

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William Jones

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Wisconsin; Ed.D., Boston University

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M.F.A., Cranbrook Academy of Art

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First Year Colloquy
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Divinity School; Ph.D., Graduate Theological Union

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Assistant Men's Lacrosse Coach
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University of Pennsylvania;
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School of Social Work, Yeshiva University; Rabbinical
Ordination, Reconstructionist Rabbinical College

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Certification, Shippensburg University of Pennsylvania

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B.A., Lebanon Valley College

Ray Swartz

Part-time Assistant Wrestling Coach
B.S., Susquehanna University

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M.L.A., Harvard University

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Graduate of Escuela Profesional Albaydar,
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Biola University; Ph.D., University of Maryland,
College of Health & Human Performance

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B.A., Western Maryland College

Ted S. Zenzinger

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B.A., St. John's College; M.A., Dalhousie University;
M.Phil., Ph.D., University of Kansas

GETTYSBURG COLLEGE
Office of the Provost
Calendar for 1995-96

FALL SEMESTER, 1995

August 24-27, Thursday-Sunday	Orientation and registration
August 28, Monday	Classes begin
September 29, Friday	Fall Honors Day
September 29-October 1, Friday-Sunday	Family Weekend
October 9-10, Monday-Tuesday	Reading days
October 17, Tuesday	Mid-semester reports
October 21, Saturday	Alumni Homecoming
November 9, Thursday at 11:30 a.m.	Fall Convocation
November 21, Tuesday at 5:00 p.m.	Thanksgiving break begins
November 27, Monday at 8:00 a.m.	Thanksgiving break ends
December 8, Friday	Last day of classes
December 9-11, Saturday-Monday	Reading days
December 12-19, Tuesday-Tuesday	Final examinations

SPRING SEMESTER, 1996

January 14, Sunday	Registration
January 15, Monday	Classes begin
March 4, Monday	Mid-semester reports
March 6, Wednesday at 5:00 p.m.	Spring recess begins (Follow Friday schedule)
March 18, Monday at 8:00 a.m.	Spring recess ends
April 4, Thursday at 5:00 p.m.	Easter recess begins
April 9, Tuesday at 8:00 a.m.	Easter recess ends
April 27, Saturday	Get Acquainted Day
April 30, Tuesday	(Follow Thursday schedule)
May 2, Thursday	Last day of classes (Follow Friday schedule)
May 3, Friday	Reading day
May 4-11, Saturday-Saturday	Final examinations
May 17, Friday	Spring Honors Day
May 19, Sunday	Baccalaureate and Commencement
May 31-June 2, Friday-Sunday	Alumni Weekend

Religious Holidays to Remember:

Sunday, September 24 at sundown-	
Tuesday, September 26 at sundown	Rosh Hashanah
Tuesday, October 3 at sundown -	
Wednesday, October 4 at sundown	Yom Kippur
Wednesday, February 21	Ash Wednesday
Wednesday, April 3, at sundown	Passover begins

Statistical Summary

Students in College

1994 Full-Time Enrollment

Fall Semester

	M	W	Total
Senior	237	221	458
Junior	235	257	492
Sophomore.....	240	298	538
First Year	304	308	612
	1016	1084	2100

The above enrollment includes 117 students who were studying off campus.

Geographic Distribution Matriculated Students

1994 Fall Semester

	Number Of Students	Percent
Pennsylvania	593	28.3
New Jersey	432	20.6
New York	259	12.3
Connecticut	213	10.2
Maryland	173	8.2
Massachusetts	114	5.4
Virginia	62	3.0
New Hampshire	28	1.3
Delaware	26	1.2
Other States or Territories	156	7.4
International (28 countries)	44	2.1
	2100	100.0

Student Retention

Of the students who entered Gettysburg College as first year students in September 1990, 72.1% received their degree within four years; an additional 4.4% of the class continued at Gettysburg. Thirty-five students (6.1% of the class) were required to withdraw from Gettysburg for academic or disciplinary reasons. Of the students who entered Gettysburg College as first year students in September, 1988, 78.4% received their degree within six years. This compares very favorably with the national graduation average of 48%.

Endowment Funds

Gettysburg College has benefitted over the years and continues to benefit from the income of funds contributed to the College's Endowment. Income

from unrestricted endowment funds may be used for the general purpose of the College or for any special purposes; income from restricted endowment funds is used solely for the purpose specified by the donor. The generous support of the donors listed below has been vital to the continuing success of the College.

(Unrestricted)

Allhouse Family Endowment Fund: In honor of William Craig Allhouse (1981) and Mrs. Catherine Reaser Allhouse (1924), and in memory of William Kenneth Allhouse (1925) and Richard Reaser Allhouse (1950).

Alumni Memorial Endowment Fund

Jackson Anderson (1977) and Laurene Anderson (1977)

E. W. Baker Estate

Frank D. Baker

Robert J. Barkley Estate

Charles Bender Trust

Fay S. Benedict Memorial Fund

H. Melvin Binkley Estate

Margarethe A. Brinkman Estate

H. Brua Campbell Estate

Dr. John Chelenden Fund (1928) in honor of John B. Zinn (1909)

Class of 1919 Fund

Class of 1926, 60th Reunion Fund

Class of 1971 Fund

Louise Cuthbertson: In memory of Arthur Herring,

Anna Wiener Herring and Louise Cuthbertson.

Charles W. Diehl, Jr. (1929)

Harold Sheely Diehl Estate

Geo. & Helen Eidam Trust

Faculty and Staff Memorial Endowment Fund

Ralph C. Fischer

Robert G. Fluhrer (1912)

The Ford Foundation

Walter B. Freed Estate

Owen Fries Estate

Richard V. Gardiner Memorial Fund

The Garman Fund: A perpetual family memorial.

The Gettysburg Times

Mamie Ragan Getty Fund

Frank Gilbert

Margaret E. Giles

Ralph and Katherine M. Gresh

James H. Gross Estate

William D. Hartshorne Estate

George G Hatter (1911)

Adam Hazlett (1910)

J. Kermit Hereter Trust

Ralph E. Heusner Estate

Joseph H. Himes (1910)

Marion Huey

John E. Jacobsen Family Endowment Fund

Bryan E. Keller Estate
Edmund Keller Estate
Caroline C. Knox
William J. Knox (1910)
Frank H. Kramer (1914) and Mrs. Kramer
Harris Lee Estate
Ralph D. Linderman Memorial Fund
The Richard Lewis Lloyd Fund in Memory of Arthur C. Carty
Robert T. McClarin Estate
Ralph McCreary Estate
James MacFarlane Fund, Class of 1837
J. Clyde Markel (1900) and Caroline O. Markel
Robert T. Marks
Fred G. Masters (1904)
Ralph Mease Estate
Gertrude Maddock Trust
A.L. Mathias (1926)
John H. Mickely (1928): In memory of his brother William Blocher Mickely.
Alice Miller
Thomas Z. Minehart (1894)
Ruth G. Moyer Estate, Professor's Endowment Fund
Bernice Baker Musser
Helen Overmiller
Ivy L. Palmer
Joseph Parment Company
Floyd & Eva Peterson
Andrew H. Phelps
C. Lawrence Rebuck
Mary Hart Rinn
Carroll W. Royston Estate
Sarah Ellen Sanders
Robert and Helene Schubauer Estate
Anna D. Seaman
A. Richard Shay (1928)
Paul R. Sheffer (1918)
Herbert Shimer (1896)
Robert O. Sinclair
Albert T. Smith Memorial Fund
James Milton Smith Fund
Anna K. and Harry L. Snyder
Mary Heilman Spangler
Harvey W. Strayer
Leah Tipton Taylor Estate
Veronica K. Tollner Estate
Edith Wachter Estate
Vera and Paul Wagner Fund
Walter G. Warner Memorial Fund (by Bergliot J. Wagner)
Leona S. & L. Ray Weaver Memorial Fund
Richard C. Wetzel
Jack Lyter Williams (1951) Memorial Fund
Alice D. Wrather
Romaine H. Yagel Trust
George L. Yocum Memorial Fund
John and Caroline Yordy Memorial Fund

(Restricted)

Edward and Patricia Anderson Loan Fund: The interest from this endowed account will be used to establish a new Student Loan Fund.

Conrad Christian Arensberg Memorial Fund: A fund established in 1948 by Francis Louis Arensberg in memory of his father, a Union veteran, for the purchase of Civil War books and materials.

Florence Arensberg Conservation/Restoration Fund: A fund established to restore works of art and historic objects.

Athletic Endowment: A fund established for the athletic department to be used for discretionary purposes.

Robert Barnes Memorial Fund: A fund used to support a combined dinner and lecture each spring during the Biology Awards Day.

The Rev. Peter C. Bell Memorial Lectureship Fund: A fund for the establishment of a lectureship on the claims of the gospel on college men.

Bikle Endowment Fund: A fund to support debating, established in 1925 to honor Dr. Philip Bickle (1866), Dean of Gettysburg College, 1889-1925.

Joseph Bittinger: Chair of Political Science.

Lydia Bittinger: Chair of History.

Joseph and Lydia Bittinger Memorial Fund: A fund established to support the needs of the history and political science departments.

Blavatt Family Lecturship: A fund to establish the Blavatt Family Lecture Series in Political Science.

Robert Bloom Fund: For Civil War Institute.

Mr. & Mrs. Thomas Citron: A fund established by Mr. & Mrs. Thomas Citron (1947) to endow insurance on a 1934 oil painting by Minna Citron.

Class of 1911 Memorial Trust Fund: A fund established in 1961, on the fiftieth anniversary of the Class of 1911, to provide income for the purchase of books for the College library.

Class of 1925 Meritorious Service Award Foundation: To provide annual alumni awards for notable service rendered Alma Mater.

Thomas Y. Cooper Endowment: A bequest to Gettysburg College in support of its libraries: (a) for acquisitions in literature and American history, as a memorial to

his parents, Dr. and Mrs. Moses Cooper; and (b) for the operating budget of the library.

A. Bruce Denny Fund: A fund in memory of A. Bruce Denny (1973), contributed by fellow students to purchase library books.

Joe Derring Memorial Fund: A fund used to subsidize one student to participate in a service-learning program related to AIDS. Also, a yearly presentation on AIDS awareness.

Luther P. Eisenhower Fund: A fund established for the use of emeriti faculty and widows of former members of the faculty in real need of assistance.

Harold G. Evans Chair in Eisenhower Leadership Studies: A fund established to foster an educational program in leadership.

Clyde E. and Sarah A. Gerberich Endowment Fund: A fund established to support a series of lectures dedicated to the memory of Dr. Robert Fortenbaugh (1913). This fund is also supported by a matching gift from the Hewlett Foundation to support the Robert Fortenbaugh Memorial Lecture.

Gettysburg Review Fund: A fund established to provide annual support for the *Gettysburg Review*. A quarterly journal with a strong national following, *The Gettysburg Review* is published by Gettysburg College. Among its advisory and contributing editors are author and humorist Garrison Keillor; poets Richard Wilbur, Donald Hall, and Rita Dove; and novelist Ann Beattie. *The Gettysburg Review* received the awards for "Best Journal" and "Best Journal Design" from the Council of Editors of Learned Journals in 1988. Students serve the journal in a number of ways through internships, work-study, and volunteerism.

Russell P. Getz Memorial Fund: A fund established for the support of the music department.

Jean Landefeld Hanson Fund: A fund established in 1971 by family and friends of the late wife of former President C. Arnold Hanson, the income to be assigned to purposes related to the Chapel program determined by the Chaplain and the President of the College.

George Hatter Fund: The income from this restricted endowment fund will be transferred to principal for a period of 60 years. After 60 years, this fund will be closed and transferred to Unrestricted Endowment/Hatter Fund.

The John A. Hauser Executive-in-Residence Fund: A fund established by the family and friends of John A. Hauser and Gettysburg College, the income of which shall be used to support a business or governmental executive-in-residence for a limited period of time on an annual basis.

The Harry D. Holloway Memorial Fund: A fund to be used for purposes of keeping alive on the campus of Gettysburg College the Spirit of Abraham Lincoln.

Karl F. Irvin Trust Fund: A fund established from the corpus of this trust and treated as restricted endowment, paying the income to the Annual Fund in Mr. Irvin's name.

Japan Program Fund: This fund will be used by the Library Department to purchase library and instructional materials related to Japan.

William R. Kenan, Jr. Endowment Fund for Teaching Excellence: A fund established to support high quality and effective teaching.

Dr. and Mrs. Frank Kramer Oriental Art Fund: A fund to support and advance the study of East Asian art and related topics.

MNC Management Curriculum: A fund by the Maryland National Foundation to provide financial support for the Management Program.

Mansdorfer Chair in Chemistry: An endowed chair which provides funds for faculty salaries, research needs, payment for research assistants, and travel for conferences.

Andrew Mellon Foundation Fund: These funds are applied to interdisciplinary teaching and small group learning projects for workshops.

Dr. Amos S. and Barbara K. Musselman Art Endowment Fund: A fund to support and advance knowledge and appreciation of art at Gettysburg College.

Dr. Amos S. and Barbara K. Musselman Chemistry Endowment Fund: A fund to support the chemistry program. The funds will be used primarily for the purchase of laboratory equipment and supplies.

Musselman Endowment For Music Workshop: A fund contributed by the Musselman Foundation to support workshops in music performance and seminars in music education.

Musselman Endowment For Theatre Arts: A fund contributed by the Musselman Foundation to support visits to the campus by individuals with expertise in the technical aspects of the theatre.

Musselman Endowment for Visiting Scientists: A fund contributed by the Musselman Foundation to support visits by scientists to the College.

NEH Distinguished Teaching Professorship in the Humanities / Ed and Cindy Johnson: A fund established to provide salary enhancements, travel, library purchases, clerical support, and faculty replacement salaries for various instructional departments.

NEH Fluhrer-Civil War Chair: Contributed by the National Endowment for the Humanities and the Robert Fluhrer estate to establish a Civil War Chair in the history department.

NEH Fund for Faculty and Curriculum Development in the Humanities: A fund established by a Challenge Grant from the National Endowment for the Humanities to promote high quality work in the humanities through faculty and curriculum development activity of particular merit. This fund is part of the larger Institutional Fund for Self-Renewal.

NEH Senior Scholars' Seminar: A fund established to support the Senior Scholars' Seminar from the National Endowment for the Humanities.

Robert Nesto Biology Fund: A fund used to support travel to scientific meetings by biology students.

One in a Mission Program Fund: An appeal throughout the Central Pennsylvania Synod to provide additional endowment funds to enhance the church-related mission of the College.

Edred J. and Ruth Pennell Trust Foundation: A fund to be used to purchase new materials in the fields of political science, management, and economics.

Political Science Research/Development: A fund established by Elmer Plischke to assist faculty in the political science department in research activities.

Paul H. Rhoads Teaching and Professional Development Fund: A fund established by Paul H. Rhoads, Gettysburg College, and others, the income from which provides named awards to support scholarly research, professional development, or the improvement of undergraduate instruction by Gettysburg College faculty.

Norman F. Richardson Memorial Lectureship Fund: A fund which will support each year an event which stimulates reflection on interdisciplinary studies, world civilization, the philosophy of religion, values, and culture.

Steven Riggs Music Endowment: This fund will provide a stipend for voice lessons.

Henry M. Scharf Lecture Fund: A fund contributed by Dr. F. William Sunderman (1919) in memory of Henry M. Scharf, (1925), to establish a lectureship on current affairs.

Louis and Claudia Schatanoff Library Fund: A fund used for the purpose of purchasing books and other publications for the chemistry library at Gettysburg College.

Henry M Scharf Lecture Fund: A fund which will support Dr. F. William Sunderman (1919) in memory of Henry M. Scharf, (1925), to establish a lectureship on current affairs.

Jack Shand Psychology Research Fund: This fund will provide annual income for the financial support of senior students registered for Psychology Department Honors Research.

James A. Singmaster (1898) Fund for Chemistry: A fund established in 1967 by Mrs. James A. Singmaster in memory of her husband for the purchase of library materials in chemistry, or in areas related thereto.

Dr. Kenneth L. Smoke Memorial Trust Fund: A fund created in 1971 to honor the man who in 1946 established the department of psychology at Gettysburg College and served as its chairman until his death in 1970. The annual income is used in part by the College library to purchase library resources in the field of psychology and in part by the psychology department for special departmental needs.

Stoever Alcove Fund: A fund established by Laura M. Stoever for the support of the library.

J. H. W. Stuckenberg Memorial Lectureship A bequest from Mary G. Stuckenberg in memory of her husband to sponsor lectures in the general area of social ethics.

The Sunderman Chamber Music Foundation of Gettysburg College: A fund established by F. William Sunderman 1919 to stimulate and further the interest in chamber music at Gettysburg College through the sponsorship of chamber music concerts.

Waltemyer Seminar Room Fund: A fund established by Carroll W. Royston (1934) and the family and friends of Dr. William C. Waltemyer (1913), former head of the Bible department at the College, to provide furnishings for and to maintain the library in a seminar room in his memory.

Steve Warner Trust Fund: This fund will be used for the purpose of expenditures for books, periodicals, microfilm, etc. in the area of Asian Studies for the Musselman Library; to care for and maintain those purchased materials and the Stephen H. Warner papers maintained in Musselman Library's Special Collection at the College and to support publications derived from the Collection. The College Librarian will be responsible for the expending of the fund's income and will solicit the advise of the Chair of the Department of History and Special Collections' Librarian in establishing priorities.

Donald K. Weiser Book Acquisition Fund: A fund established in honor of Donald K. Weiser (1924) for the purchase of library books in the field of insurance, management, and business administration.

Woman's League Fund for Upkeep and Repair of the YMCA Building (Weidensall Hall): An endowment bequest of Louisa Paulus.

Dr. and Mrs. Jeremiah Zimmerman Fund: A fund established in 1931 by Dr. Jeremiah Zimmerman (1873), from a bequest of Mrs. Zimmerman, who died in 1930, to create an endowment in support of the annual operating budget of the library.

John B. Zinn Memorial Fund in Admissions: A fund established in honor of John B. Zinn by friends and former students to support admissions efforts in fields associated with the healing arts.

John B. Zinn President Discretionary Institutional and Faculty Institutional Development Fund: A fund established to provide support for research and professional development by Gettysburg College faculty and staff; to support new or experimental academic programs and also to support professional development and research for professors in fields associated with the healing arts.

SPRING 1990

Gettysburg

The Gettysburg Review



A quarterly journal with a strong national following, *The Gettysburg Review* is published by Gettysburg College. Among its advisory and contributing editors are author and humorist Garrison Keillor; poets Richard Wilbur, Donald Hall and Rita Dove; and novelist Ann Beattie. *The Gettysburg Review* received the awards for "Best New Journal" and "Best Journal Design" from the Council of Editors of Learned Journals in 1988. Students serve the journal in a number of ways through internships, work-study, and volunteerism.



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*See also section Advisers and Coordinators of Special Programs at Gettysburg College on the prior page.

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